Department of Psychological Science and Health

Title

Using Cultural Historical Activity Theory to investigate the role and function of professional reflective supervision in supporting head teacher wellbeing in a Scottish local authority.

Thesis submitted as part of the Doctorate in Educational Psychology

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ABSTRACT

The provision of supervision has been found to support the emotional wellbeing of those staff who engage with it and improve the outcomes for the children and staff they engage with. This research considered whether professional reflective supervision (PRS) could have a role in supporting HT wellbeing and if so, what format this should take. It was undertaken with a group of twelve head teachers (HTs) and nine educational psychologists (EPs) in one Scottish local authority.

Both qualitative and quantitative information was gathered from questionnaires and from four workshops to capture the views of participants that then shaped and informed each stage of the research. In the initial two workshops, an analysis of the current HT role was undertaken, with consideration of whether supervision could be a helpful support. PRS was then delivered by EPs, based on a model created by the HTs. HT wellbeing was measured each month during this trial, with the supervision evaluated through an end of trial questionnaire and two further workshops.

The scale of the research was limited by the rural nature of the local authority and also by the time available to undertake the study. Although no causal claims are made from the variable patterns and trends provided by some of the quantitative findings, positive feedback was received from the research participants in each of the two final workshops. This feedback supported the provision of guidance, training and the offer of PRS for all HTs within the local authority. It also has informed possible future directions for further research.

Declaration of Authenticity and Author's Rights

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Signed:

Date:

18 June 2023

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My parents are no longer alive, but any acknowledgements section has to start with them. They encouraged me to see education as an end in itself. They also instilled in me a sense of compassion and social justice that put me on the path to becoming an educational psychologist, that has led me to this point in my career.

Completing a doctorate while working full time is a significant commitment and requires that some things are a little more neglected than you would like. For the past three years, my family have put up with me having papers and books all over the house and spending weekends on my computer, rather than engaged in activity with them. For this, they deserve my heartfelt thanks and a promise of more engagement and breaks away with them, whether they want this or not.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

GENERAL CONTEXT OF KEY GROUPS AND TERMS WITHIN SCOTTISH EDUCATION

The Scottish Government is responsible for the education system in Scotland, although there are 32 **Local Authorities** in Scotland who are largely responsible for education at a local level. The education system is overseen by **Education Scotland,** an executive agency of the Scottish Government that undertakes and reports on inspections of schools and educational psychology services.

Unlike the other UK countries, who have school governors for state schools, Scotland has **Parent Councils** made up of the parent body associated with the school who have much less direct involvement in the running of the school.

In Scotland each post-code is assigned to a **catchment area** associated with a local school, and children usually go to their local catchment school. Parents can make a placing request for a different local authority school or can choose to send their child to one of the 100 registered **independent schools**. Around 30,000 pupils attend independent schools, some of which are residential special schools for children with additional support needs. The responsibility for the operation of independent schools lies with the individual owners.

The **General Teaching Council for Scotland** (GTCS) registers and regulates all teachers and college lecturers. GTC Scotland registration is a legal requirement to teach in Scotland. The GTCS sets out key principles and values for registered teachers in Scotland and provides **Professional Standards** to describe teacher professionalism and the expectations on head teachers.

Head teachers are the managers of local authority schools in Scotland. The professional skills and expectations on them are explained in the GTCS **Standards for Headship**. In Local Authorities all head teachers are managed by the **Director of Education/Chief Education Officer** or a delegated officer within the Education Service central team. There are some delegated responsibilities that HTs hold, but the

legislative requirements to provide education lie with the Local Authority, rather than the individual school or HT.

The senior management team (SMT) within a school consists of the promoted staff. This will always include the head teacher and depute head teacher(s) but may also include principal teachers and sometimes specialists in additional support for learning. The make-up of the SMT will vary dependent on the size of the school.

In many Scottish schools, the HT and other managers may refer to themselves as a **Senior Leadership Team**. HTs are considered the 'leaders of learning' and much of the required qualification for headship for local authority HTs in Scotland 'The Standard for Headship', provides information and learning around leadership and systemic work. School Senior Managers and School Senior Leaders are often used interchangeably when referring to HTs and DHTs.

As elsewhere in the UK, **Educational Psychologists** (EPs) in Scotland are registered with the **Health and Care Professions Council**, who provide the standards and code of ethics for practice. EPs work with children and young people from birth to 19 years of age and can provide strategic support and consultation up to the age of 24. Their wide statutory role includes the study of children with additional support needs and provision of advice to the Children's Reporter on the needs of vulnerable children and young people, including those who commit offences or are in need of care and protection as outlined in the Education (Additional Support for Learning) (Scotland) Act 2004. They undertake research and contribute to the professional development of other professionals. Most are employed by local authority EP Services and work closely with schools, although are independent from them.

All local authorities in Scotland have an **Educational Psychology Service** (EPS), as required by law. Services are managed by a **Principal Educational Psychologist**, who is in turn managed by a senior officer within the local authority (often a Head of Service). Each EPS is fully funded by the local authority and there is no requirement to work as Traded Services as there is elsewhere in the UK. Services are able to

develop in response to local needs, with different priorities and structures but all are provided equitably and freely to schools and other services across the local authority, working in partnership with a wide range of organisations and services.

The **Educational Institute of Scotland** (EIS) is the largest teaching union in Scotland. Since the 1970s the EIS has been affiliated to the Scottish Trades Union Congress and has negotiating rights on all decisions relating to pay and conditions of service on behalf of school teachers, educational psychologists and other professional groups within education.

CHAPTER 1 - Introduction

This thesis provides an exploration of two phenomena - teacher wellbeing and professional reflective supervision (PRS). These are inextricably linked, as teacher wellbeing is often said to be supported and positively impacted through the provision of PRS (Hulusi & Maggs, 2015; Glazzard & Rose, 2019; Carroll et al., 2020; Bainbridge et al., 2022).

1.1   Why this research?

Supervision is provided to professionals working in a range of roles as a means of supporting their reflection and professional practice. It generally involves the 1-1 support provided by an experienced 'supervisor' within a safe and confidential space. This allows an opportunity to process challenging experiences and to manage the emotions and potential distress that may arise from complex situations. This is especially beneficial when the work involves psychological distress, trauma and the complexity of human relationships (Hawkins & McMahon, 2020).

I have had a longstanding interest in the role and function of supervision for myself in my current role as Principal Educational Psychologist, but also in relation to support for the services I manage. I have personally benefitted from regular reflective supervision in my own role over a number of years, in addition to management supervision with my various line managers (Dunsmuir & Leadbetter, 2010). I appreciate the need for both but have experienced the trust and safety of a space to be completely honest and contained within a supervisory alliance in reflective supervision sessions (Kennedy et al., 2018) and so approached this research with the positive (and biased) view that professional, reflective supervision is generally a 'good' thing (Morse, 2015). Additionally, I have undertaken training and further study to enhance my own skills in offering supervision to others and have received feedback from various individuals over the years that has confirmed my view that having a safe space to share, collaborate, reflect and consider, is helpful, especially when undertaking work that is emotionally challenging. This is born out in much of

the research undertaken in this area as discussed in detail in Chapter 2, but never-the-less, it is important to identify this positive bias at the outset (Morse, 2015).

Although supervision is provided for many professionals working with children and young people, this support is not provided as a matter of course to teachers in our schools (Lawrence 2020). Teachers provide direct support to a range of pupils every day, 34.2% of whom have significant learning needs (Scottish Government, 2022). Many of these pupils have social and emotional needs or are vulnerable due to their economic status or family circumstances (Scottish Government, 2021c). Teaching can therefore be considered a profession with a high level of emotional demand (Education Institute of Scotland, 2019), requiring a range of roles to be undertaken that would clearly indicate the need for reflection, support, and a consideration of the emotional and psychological impacts on children, their families and other colleagues within schools.

So why is supervision not more widely used in schools? Has the culture to date within education not been conducive to the acceptance of the use of supervision outwith the usual process of teacher training? Perhaps other available supports and processes are sufficient for teachers to be able to find space to reflect on their practice and to receive support either from peers or from partner organisations such as Educational Psychologists (EPs). However, it may also be that there is a real gap in support and things need to change.

1.2   Research context

This research was undertaken during COVID-19 restrictions that limited social contact and travel (Scottish Government, 2020a). Rather than hinder the research, these restrictions were able to be accommodated within the design phase. All contact with participants was undertaken on-line, with the use of Microsoft Teams. This is a commercially available programme, widely used to support video conferencing. The Local Authority (LA) in which the research was completed had previously invested in information technology for employees and so participants in this study were all very familiar with video conferencing from their laptops. In addition, the rural nature

of the LA would have made it difficult for some participants to become involved in the research had it been necessary for them to travel long distances to attend the workshops. Being able to meet virtually actually enabled a wider engagement from across the LA.

1.3   A note on terminology

The term 'supervision' is often used to mean different things to different professionals, defining various models that have been adopted and adapted over the years. Chapter 2 (Section 2.3) explores the term supervision and the various definitions used in the literature on this topic. One significant common feature seen across all models however is the provision of a contracted and protected safe space to reflect on the work undertaken (Scaife, 2001), considering the impacts on the professional (Kadushin, 1976), and also on the adults, the children and the young people with whom they work (Hawkins & Shohet, 2006). Within this paper, the definition of PRS used is one offered by Hawkins and McMahon (2020) as quoted below:

> Supervision is a joint endeavour in which a practitioner, with the help of a supervisor, attends to their clients, themselves as part of their client-practitioner relationships and the wider systemic and ecological contexts, and by so doing improves the quality of their work, transforms their client relationships, continuously develops themselves, their practice and the wider profession.
>
> (Hawkins & McMahon, 2020, p. 66)

1.4   Research questions

There are six key questions framing this research:
1. What is supervision?
2. What roles and functions does it serve?
3. Why has supervision not become part of the framework of support for school senior managers?
4. Is supervision required within the context of LA schools?

5. If so, what form should it take and how might it be provided?
6. Where supervision is provided, does this support wellbeing?

The first three research questions will be addressed in Chapter 2, as they are considered through the current literature on the topics in question. The empirical research undertaken as part of this thesis is detailed in Chapters 3-6, with three interlinked studies answering the final three research questions.

1.5 Structure of this thesis

1.5.1 Literature search strategy

A search strategy was used to access a range of literature using explicit and transparent methods (Harari et al., 2020). Initially, core texts provided background on *Supervision* and *Teacher Wellbeing* and an indication of the writers frequently referenced on these topics (Kadushin, 1976; Scaife, 2001; Hawkins & Shohet, 2006; Watkins & Milne, 2014; Hawkins & McMahon, 2020; Shohet & Shohet, 2020).

The University of Strathclyde's Library SUPrimo search facility was used to access connected databases that search the key journals relating to work in *Education* and *Psychology*. 'Supervision' and 'Schools' and/or 'Education' were used as individual and combined keyword search terms. Titles including 'Counsellor' or 'Counselling' were discounted as these covered specialist clinical areas and therapeutic approaches, rather than supervision provided within the context of education. This yielded 3254 papers and books, many of which referred to managerial supervision or supervision of students in further or higher education. To narrow the search to those references most pertinent to the field of education or human psychology, the Social Sciences Premium Collection was searched using the same search criteria as noted above. Of the 191 papers found, many related to the provision of clinical supervision with various groups of practitioners, which was helpful as background, but few were considered source documents. The parameters were then narrowed further to review discipline specific databases including ERIC and PsychINFO. The same search terms were used and additionally, titles that included the terms 'Masters' or 'Doctorate'

were discounted as academic supervision of students was not the topic under investigation. This provided 51 different papers. Many still related to university supervision or pre-service supervision for teachers. However, a core group of six papers formed the start of the search. Only one took account of the specific context in Scotland.

A third search was undertaken for peer reviewed journals including 'Supervision' and 'Educational Psychology' in the title. This produced 36 results, with 14 considered pertinent to this study. Date limits were initially set from 2010 to find relatively recent works. Due to the limited literature about supervision in educational contexts no geographical limits were set, although all papers were written in English.

A similar approach was taken to searching Teacher Wellbeing, starting with SUPrimo for peer reviewed journals in the first instance. This was narrowed down by putting in date parameters from 2015. This provided 215 articles. This was further narrowed down by searching the Social Science Premium Collection. The resulting 43 articles were further reduced by focusing only on UK based studies.

In addition, the Scottish Government website and archives, and Education Scotland publications were searched to gather policy documentation relating to health and wellbeing and teacher wellbeing and support.

Backward and forward searches were used to identify subsequent relevant studies cited in these initial papers using complementary methods such as 'snowballing' (Wohlin et al., 2022), to identify the most relevant papers and highly cited writers on these topics.

1.5.2   Literature review

Chapter 2 summarises the current literature on the phenomena being investigated within this study. It outlines what is already known about supervision and teacher wellbeing, placing them culturally and historically within the context of Scottish education. The link between supervision and teacher wellbeing is explored as a

platform for later discussion in the research, with some consideration of the theories that have been applied to these topics and the findings from previous studies.

Chapter 2 is set out in four sections. Section 2.1 considers the shifting paradigms within education, especially over the past 30 years, which have created a wider role for teachers in supporting pupils with challenging social, emotional and behavioural needs as well as those with physical and academic needs, within inclusive school environments. The shift from the all-knowing teacher to collaborative leadership within a classroom, where children's views are sought and respected has been a gradual move supported by policy and legislation underpinned by the *United Nations Convention on the Rights of the Child* (Scottish Government, 2020c; Scottish Government 2021b). This has also signalled an openness to understanding individual needs and an expectation that we will 'Get it Right for Every Child' (Scottish Executive, 2006a).

More recently, this change in culture and expectation has brought with it a greater focus on staff wellbeing and a more open and supportive approach to considering how supervision might help us do this more effectively.

Section 2.2 explores why staff wellbeing matters and the impact on children and young people when staff are supported well.

The literature on the various models of supervision is then drawn together to address the research questions "What is Supervision?" and "What roles and functions does it serve?" The literature summarised in Chapter 2, Section 2.3 indicates that while there is a wealth of knowledge on the general topic of supervision, much less has been written about supervision in education, than supervision provided for practitioners working in other 'helping professions' (Hawkins & Shohet, 2006). The word 'supervision' itself may be a barrier within the culture of education as it creates a sense of lacking skills and knowledge due to inexperience or ineptitude. There are also various definitions and frameworks used, which make it difficult at times to make comparison across settings or contexts. Chapter 2 does however provide the

main models used in children's services and some of the history that has shaped practice to date.

Chapter 2, Section 2.4, concludes the literature review by making the case for supervision within schools and specifically for HTs, drawing on research studies undertaken in this area that show the promise of positive impacts, not just for the staff involved, but for the learners within their schools. In so doing, it draws from the previous sections to consider the potential role and function of supervision within education and also to explore why to date it hasn't been part of the framework of support for HTs in schools.

1.5.3 The research

Chapter 3 provides the overarching conceptual framework to the research and the research methodology. The subsequent three Chapters provide the detail of each of the research studies, including the raw data and results for each in turn.

The participants in the research discussed in this thesis were a group of HTs and a group of EPs working in one Scottish LA. In Study 1 and Study 2 the HT participants were asked to share their recent experiences in their schools and to consider the impact of their roles on their personal feelings of wellbeing. In addition, the research facilitated discussion about their individual and collective support structures; whether there was a felt need for PRS to support them and if so; what model or form this supervision should take. With the EPs in the role of supervisors, the HTs then engaged in a series of supervision sessions, which were evaluated in Study 3. The overall findings were drawn together in the co-creation of professional guidance that can support the provision of supervision in the future.

1.5.4 Discussion

Chapter 7 provides the collective analysis and discussion based on the results from the research, with the general conclusions and limitations of the research. Chapter 8 then outlines the implications for future research and EP practice from the results and discussion provided.

1.6   Aims, added value and outcomes of this research

There is limited research on the provision of supervision within the context of education, and almost none that emanates from Scotland. Many models of supervision used within education are borrowed from other disciplines and assume that they are appropriate for use within the field of education. This work adds to our knowledge and understanding by exploring the rationale, purpose and the potential format for supervision in education directly with HTs, who do not currently have a mandatory offer of this support in their role.

A further notable feature is in the use of Activity Theory (AT) (Engeström, 1987) as the basis for the creation of a set of themes with which to consider the current context of education and the tensions within this system that have been shaped over the years. This highlights the growing complexity of the HT role and the pressures on them from this changing context (Reid & Soan, 2019; White, 2020).

I wanted to consider with HTs if the provision of PRS would provide a means of supporting their wellbeing. Rather than simply assume the need based on other professional groups and import a supervision model borrowed from another profession, I decided to examine the current support structures in place for this group of HTs and then to co-create a model of supervision specifically designed around their expressed needs, which could be evaluated in terms of its effectiveness over time.

This study was therefore initially exploratory in nature, considering possible models and theories around supervision as it relates to HT support. However, there was also a descriptive element to this research, reported through semi-structured workshops, exploring the tensions and stresses embedded within the HT role and how this has impacted their wellbeing.

The research used mixed methods, with questionnaires and content analysis of participant responses to provide quantitative data to compliment the qualitative data

gathered from four workshops, each using a focus group approach. This provided personal perspectives alongside quantifiable data to create a depth and richness to the data gathered.

The theoretical perspective taken in this research was largely constructivist and interpretivist in nature, using a Developmental Work Research (DWR) approach (Engeström & Sannino, 2010) to support cycles of dialogue and change. This led to the co-creation of a framework for supervision that was implemented and evaluated to inform the final output from the research, the creation of practice guidance to support the implementation of PRS for HTs, delivered by EPs, to support HT wellbeing within a Scottish LA (Appendix 1).

CHAPTER 2

2.1   The Changing Culture of Scottish Education

2.1.1   Background

The central aim of this thesis is to explore the potential benefit of PRS as a support for HT wellbeing. To set the scene for the research undertaken, the process of supervision, the nature of teacher wellbeing and the historical context of Scottish education, were all explored.

Section 2.2 and 2.4 focus on teacher wellbeing and the current context of supervision, making the comparison between teaching and other professional groups working with children, young people and families. However, it is first important to briefly consider the influence of recent political decision making in relation to Scottish education. Specifically, to track how changes in culture and associated discourse around staff wellbeing may have enabled more productive conversations to be had more recently about the need for and provision of reflective spaces and professional supervision for school staff. This context can give some explanation as to why to date, PRS has not been widely used to support school staff who arguably carry a significant emotional load in their roles (Lawrence, 2020; Bainbridge et al., 2022). The comparison is made with other professional groups, where "Supervision can be a very important part of taking care of oneself, staying open to new learning, and an indispensable part of the helper's ongoing self-development, self-awareness and commitment to learning." (Hawkins & Shohet, 1989, p. 5)

2.1.2   A shift in paradigms within Scottish education

School education as a mandatory offer for all children in Scotland is relatively recent. Although there was a universal offer of education provided through the 1872 Education Act, it was not until the passing of the Education (Mentally Handicapped Children) (Scotland) Act 1974, that no child was considered 'ineducable' and therefore entitled to a school-based education. Prior to this, some children with very severe and complex needs had their education provided in hospitals and care settings.

With these changes in legislation, teachers were required to be able to consider and address the needs of this much wider cohort of pupils.

When the entitlement to a school education was widened by the statutory leaving age being raised to 16 (Scottish Education Department, 1971), a larger number of disaffected pupils had to remain in school for longer than they would want. Initially impacting teacher concern and workload.

Although initially these changes occurred within a segregated education system, also in the 1970s, comprehensive education became the norm (Scottish Education Department, 1965; Howieson et al., 2017). This widened the opportunity for young people from all social classes to continue their education in the increasing number of higher and further education institutions that were emerging at this time (Paterson, 2021), with grants to support less advantaged young people (Scottish Executive, 1980).

The view of childhood was changing (Tisdall, 2017), giving more consideration to all children having equal access to education and having time to grow and develop. Schools became places where the all-round wellbeing of children could be supported (Bryce et al., 2018). These legislative changes also signified a rise in the expectation that schools would play a significant part in positive social reform and community support:

> During the twentieth century, educationists focused upon their role in protecting children from the dangers of the workplace and the wider social environment, allowing time for them to mature in a supportive and enlightening setting.
>
> (Woodin et al., 2013, p. 20)

The underpinning philosophy in schools however was still one of hierarchy and control, with the power in classrooms remaining with the teacher. The clearest example of this being that corporal punishment was widely used as a means of

controlling pupils until it was finally abolished in 1987 (Scottish Education
Department, 1986):

> Arguably, the notion of discipline that has dominated educational thinking
> until relatively recently has been broadly associated with the control and
> regulation of pupil behaviour by teachers in order to facilitate learning and
> socialisation.
>
> (Ravet, 2018, p. 271)

Changes in both the structure and legal requirements of education paralleled wider
social reform and marked a change in the role of the teacher and the expectations on
our education system (Tisdall, 2017).

The competition for pupils and focus on outcomes became more evident when
Parental Choice was enabled in Scotland from 1981 (Scottish Executive, 1981), with
parents now able to compare and to choose a different school for their child based on
those aspects of the school that mattered to them.

Particularly in secondary schools in the 1990s, this business model of competing for
pupils and demonstrating success was further enhanced with a move to using more
managerial terms - audit, appraisal, performance, development planning etc. (Reeves
et al.,1998):

> We are beginning to see some evidence of the changing role of the
> headteacher, to include financial and staffing responsibilities as well as the
> more traditional role of curriculum leadership.
>
> (Munn, 1997a, p. 140)

Financial management and responsibility were supported by the Devolved School
Management (DSM) scheme that was introduced in 1993 to provide more financial
control over budgets and resources at a school level. Initially local authorities were
asked to devolve 80% of school budgets to headteachers with the twin aims of

improving local decision making and providing more flexibility to headteachers. The DSM guidance was reviewed in 2006 by the Scottish Executive when it was recommended that local authorities increase the level of devolved budgets to 90%. In 2012 however the guidance was revised again and taking account of the changing economic and financial climate for both local authorities and the Scottish Government, local authorities were advised that DSM schemes should be agreed in consideration of the wider range of strategic policy frameworks that impact on children's services and required centralised spend. Consequently, devolved budgets were much reduced, leaving HTs with less financial control or flexibility than they had previously. Arguably, reducing their local control while policy continued to encourage local empowerment in terms of decision making (Scottish Government, 2019c).

Inspection and exam results in secondary schools have remained the driving force within the Senior Phase (Bryce et al., 2018; Scottish Government, 2023) and while changes have occurred elsewhere, this more traditional focus on a narrow set of outcomes in secondary schools has continued the climate of competition between schools. While 'league tables' are generally not welcomed within the education profession, they are a feature of this culture and used widely to judge and compare effectiveness and success by parents and the media in Scotland (Leckie & Goldstein, 2017).

Traditionally teachers have also worked largely in isolation from each other, often preferring individualism as a way of working, rather than collaboration (Goodson & Hargreaves, 1996). Within this context, it is unsurprising that the climate would not be one where teachers could (or would) openly ask for advice or support.

The emphasis on self-evaluation (Her Majesty's Inspectors (HMI), 1996) has been seen as a positive feature in Scottish education, building on much research demonstrating that school makes a difference to individuals. Significant in this respect were Professor Sir Michael Rutter's 1500 hours study (Rutter et al., 1979) and also the Scottish Office commissioned research with 80 schools in 1993,

investigating what actually provides benefit to pupils within schools (HMI, 1996). Although these early research studies noted the importance of adults caring for and having positive relationships with children and young people, the recommendations they made were still focused on practical activities and processes rather than explicit psychological and emotional supports. However, alongside the managerial aspects of standards and quality, ethos and culture within schools started to get some real recognition (HMI, 1996) and educational researchers were able to recognise this:

> A third set of commentators would point to the purposes of schooling as being more than promoting academic attainment. Of course, this is true, and one of the important features of HM Inspectorate reports is a concern with guidance, teacher-pupil relationships and ethos as well as with attainment. These areas are not susceptible to measurement in the same way as attainment, but they remain very important features of the educational experiences offered to children and young people.
>
> (Munn, 1997b, p. 99)

At the end of the 20th Century, a study to consider the leadership and management competences required for headteachers identified the need for critical reflection on how they managed the complex relationships that were now developing between them, their staff and their school communities (Reeves et al., 1998):

> ...postholders need knowledge and understanding, skills and abilities which were not required in the past. Heads have become managers of a service to consumers who have a right to question and complain about the provision they receive and the ability, in theory, to take their custom elsewhere. The basis of the headteacher's relationship with pupils and parents has, and is still, altering rapidly.
>
> (Reeves et al., 1998, p. 186)

Fast forward to the creation of the Scottish Parliament and we have the start of a sea change in the way children were conceptualised in guidance documents, government policy and legislation, with consequential changes in the role of Scottish teachers.

The passing of the first piece of education legislation by the Scottish Parliament – the Standards in Scotland's Schools etc. Act (Scottish Government, 2000) covered a range of issues. It gave children the right to an education based on the United Nations Convention on the Rights of the Child, where previously this had been the duty of the child's parent. Schools were also required to create school development plans and consult on these with pupils attending the school. Importantly also, 'mainstream' schooling was set as the default position for all children, except where this was deemed unsuitable for the child or cost prohibitive. These changes set in motion a continuing trend towards the empowerment of children and young people in relation to their own lives and education, and a continuing move towards the inclusion of all children within mainstream schools.

The influence of environment and adult behaviour on children were acknowledged as significant contributors to challenging behaviour from pupils rather than the previous within-child deficit models (Scottish Government, 2001; Scottish Government, 2012; Scottish Government, 2019a). Schools were increasingly seen as central to coordinating and integrating support for children and families from a variety of professionals and services (Scottish Executive, 2006a; Scottish Government, 2014; Scottish Government, 2017a).

The expansion of early years support has significantly impacted HTs of Primary Schools. In 1998, the UK Government agreed that every four-year old in Scotland would have the chance of a free part-time pre-school education place, extending the availability of nursery education within Primary Schools (UK Government, 1998). The Children and Young People (Scotland) Act (Scottish Government, 2014) saw a further growth in nursery provision and expansion of early years child-care for all three- and four-year olds and for some two-year-olds from 475 to at least 600 hours per annum. However, this was further expanded to 1140 hours of free childcare as

planned through 'A Blueprint for 2020' (Scottish Government, 2017e). This significant expansion in the early years' workforce and in local authority nursery provision has seen Primary HTs widening their remit in almost all Scottish Primary Schools, accommodating a significant increase in the number of very young children with a wide range of needs.

Even the curriculum changes increased the role of schools in supporting the development of a wider range of skills, highlighting wellbeing, relationship building and children's rights as core values within Scottish education (Scottish Government, n.d.; Scottish Government, 2018).

Following an extensive policy review and stakeholder consultation carried out by University of Glasgow, the Assessment is For Learning (AifL) Programme was established in 2001 to improve classroom practice and the use of formative assessment that was shown to have a significant impact on pupils' self-esteem, engagement with work, and attainment (Hayward et al., 2004; Hutchinson & Hayward, 2005).

Teachers have been acknowledged within these changes as having a central role in 'policy enactment' (Biesta et al., 2015) and in supporting children and young people (Educational Institute for Scotland (EIS), 2001; Organisation for Economic Co-Operation and Development (OECD), 2005; Scottish Government, 2017c).

The introduction of the National Improvement Framework (NIF) from 2016 provided a focus on raising attainment, closing the poverty-related attainment gap, children's health and wellbeing, and employability (Scottish Government, 2016). Amongst the stated drivers for improvement, leadership was given a prime role. This had been a term used in relation to head teachers and education managers across policy discussion and with the creation of the Scottish College for Educational Leadership (SCEL) in 2014, and the development of associated qualifications for headship, HTs were now firmly seen as the lead leaders for learning in their schools (Scottish Government, 2011).

As the role has change, so too has the range of skills required of teachers, with professional reflection, teacher pedagogy and continued professional development now all prioritised within the national standards and competencies for teachers in Scotland (General Teaching Council for Scotland, 2021).

2.1.3 Summary

Changes to the philosophy and climate within Scottish education hasn't happened quickly. It has been incremental over the past 50 years as can be seen in Table 1 below. From this, one gets a sense of the shift there has been in the way language is used to describe and define children and young people in schools in Scotland. Over recent decades the change in culture has moved from one where children are seen as passive recipients of education and often considered hostile and challenging in their behaviour, to one where children and families are equal partners in the process of education and opportunities are expected to be open to all pupils regardless of their background or ability.

The significant shifts in focus and priorities can be mapped against the changes to education law and practice. The changing political climate and philosophical stance has gradually moved to one focused much more on children's rights, working with families, collaboration, and collegiality, which has in turn influenced practice through the changing strategies recommended by governing bodies and professional groups such as His Majesty's Inspectorate of Education and Education Scotland.

Table 1
Shifting Paradigms in Scottish Educational Policy

Decade	Underlying Philosophy	Change Strategy	Key Documents
1970-	• Control by fear and power. • Teacher authority assumed. • Selection and segregation by ability. • Teachers as individual practitioners (Goodson & Hargreaves, 1996).	• Discussion about removal of corporal punishment in schools. • Comprehensive education implemented and school leaving age raised to 16. • All children entitled to an education delivered in a school. • Religious and moral education became part of the core curriculum.	• Comprehensive Education - Circular 600 (HMSO, 1965). • Raising of the School Leaving Age - Circular 813 (HMSO, 1971). • Education (Scotland) Act (1974). • The Millar Report (SED 1972).
1980-	• Manage behaviour through sanctions and punishment. • Meeting the 'special educational needs' of learners. • More open partnership with parents.	• Integration of children with learning difficulties in mainstream schools. • Corporal punishment abolished in 1987. • Identify need and match child to appropriate provision. • School Boards established.	• Education (Scotland) Act (1980). • Education (No 2) Act (1986). • Records of Need process implemented to identify and plan for children with SEN. • 5-14 being created from 1987. • School Boards (Scotland) Act (1988).
1990-	• Local empowerment will lead to successful interventions. • Manage behaviour through rewards and sanctions. • Promotion of Scottish Education as high quality. • Using data for evaluation and quality improvement. • All young people should be supported into positive destinations.	• Devolve school budgets and empower HTs. • 32 local education authorities created in 1996. • Create a strategy for Scottish Education post-devolution. • Scottish Education Statistics began to be published annually. • Inclusive transitions to be planned and supported for all 16-24 with disabilities. • Discipline for Learning (Smith, 1996) widely promoted for use in schools.	• Devolved School Management Scheme established (SED, 1993). • Commission on Scottish Education (SED, 1996). • Scottish Parliament Act passed in 1998 leading to the opening of the Scottish Parliament. • Implementing Inclusiveness - Realising Potential: The Beattie Committee Report (SED, 1999).
2000-	• Children need positive relationships and understanding. • Children benefit from an individualised curriculum.	• Promoting positive relationships, wellbeing and respect within inclusive school communities.	• AiFL and formative assessment implemented in 2001. • Better Behaviour-Better Learning (Scottish Government, 2001). • McCrone Report and Agreement for teachers (EIS, 2001).

	• Planning and partnerships are important. • Schools have a central role in meeting wider needs. • Teachers are central to pupil support - invest in their professionalism.	• School self-evaluation promoted to ensure continuous improvement. • Need a coherent curriculum. • Schools and support services take a holistic view of child development. • Promotion of pedagogical approaches.	• HGIOS 1st Edition (HMIE, 2002). • CfE (Scottish Government, 2004). • OECD Report - Teachers Matter (OECD, 2005). • Getting It Right For Every Child (Scottish Government, 2006). • Improving Scottish Education (HMIE, 2009).
2010-	• Children's Rights must be acknowledged and upheld. • Teach with an understanding of how children learn. • Reinforcing the central role of having a skilled and qualified workforce to teach and support children and young people. • Leadership is key. • Good quality early years provision can support attainment and parents wishing to return to work.	• Schools play a large part in addressing the impact of inequity on wellbeing. • Partnership and collaboration are key. • Significant expansion of early years provision • Teacher pedagogies based on research. • National Improvement Framework for schools includes inclusion, wellbeing, and staff wellbeing.	• Donaldson Report - Teaching Scotland's Future (Scottish Government, 2011). • Better relationships, better learning, better behaviour (Scottish Government, 2012). • Children and Young People (Scotland) Act (2014). • Creation of SCEL in 2014 • HGIOS 4th Edition (Education Scotland, 2015). • Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland (Education Scotland, 2016). • Included engaged and involved Part 2 (Scottish Government, 2017). • National Improvement Framework (Scottish Government, 2016 and 2019). • Children (Equal Protection from Assault) (Scotland) Act (2019).
2020-	• Engagement with children and families in true partnership will enable participation. • Mental health and wellbeing is a priority for all. • The school is the central point within a community and has a significant role in promoting and supporting social justice for all.	• All staff should understand and promote children's rights, equality and diversity. • Staff training and support on mental health and wellbeing is a priority. • Focus on staff wellbeing as a means of supporting children/young people (especially post-COVID).	• New Professional Standards for teaching (GTCS, 2021). • UNCRC and Human Rights Bill (Scottish Government, 2022). • Schools COVID-19 operational guidance (Scottish Government, 2020-22). • Mental Health and Wellbeing: Whole School Approach Framework (Scottish Government, 2021). • Support for staff wellbeing - Education Scotland Improvement Hub resources published 2021-22.

These changes have been supported largely by a strong, evidence base underpinned by clear psychological theory related to child development, theories of learning and behaviour and frameworks that are evidence informed and supported by implementation science. (For examples see Education Scotland's web pages on good practice and support strategies https://education.gov.scot/). Over time our education system has become "more humane", with consequential benefits for the attainment of children and young people (Paterson, 2021). However, the role of the HT has also become more complex, with the level of accountability and responsibility taking a greater toll (Savill-Smith & Scanlon, 2022).

The current focus on belonging, social justice, equality, and wellbeing is clear, as is the expectation that teaching staff will have the level of skill to match their responsibility to both promote and support this culture in their individual schools and in the wider community. Over time this has influenced the development of teacher professional identity (Beijaard et al., 2004) and teachers have now absorbed these expectations and responsibilities into their sense of 'professional self' (Boyle et al., 2021).

2.2   Headteacher Wellbeing

Section 2.1 outlined the change in culture over recent years that has also brought a growing emphasis on support for both pupils and staff. In this section, a brief discussion about general wellbeing within our education system will set the context for looking more specifically at the direct impacts on teachers and HTs.

There is very limited research looking specifically at stress in HTs, with most of the research focusing on teachers as a whole. It is helpful to be aware of the general issues for all teachers, but more focused research can help us understand the impact of differences in size of school or sector and it can allow for the unique situation of the HT to be explored in more detail.

To some extent, it is surprising that there is little specific research on HTs, as their leadership roles in supporting the wellbeing of their staff is well documented (Konu et al., 2010; Van der Vyver et al., 2020). We also have evidence from general wellbeing surveys that report separately on the data relating to HTs that senior leaders in schools are much more impacted than class teachers in relation to their wellbeing with 87% of senior leaders feeling stressed in their role, while 76% of class teachers reporting the same (Savill-Smith & Scanlon, 2022).

The psychological issues experienced by HTs is similar to that in other members of the teaching profession – poor concentration, tiredness, feeling unable to cope, avoidant of others, however, this is exacerbated when management training and support is reduced (Phillips et al., 2008).

In a large study of 1320 HTs in Australia, the usual protective factor of job satisfaction was found to be limited for HTs where the emotional demands from the general role and from their specific communities were high. In such situations, the HTs experienced the dual feelings of liking their job and burnout almost simultaneously (Maxwell & Riley, 2017).

Those studies that have considered the wellbeing of HTs have been able to differentiate factors relating to sector, size of school, length of service, gender and other aspects of the role, to paint a much richer picture of the risk factors. For example, in two separate studies of over 290 HTs in West Sussex in 2007 and 2008, Phillips and her team found that 43% of their HT sample reported work related stress (Phillips et al., 2007). Many had significantly poorer physical and mental health than the general population and those HTs who were living alone, were disabled, or were female, fared less well than their counterparts. They (perhaps unsurprisingly) found protective factors in length of service as a HT and having received training specifically in undertaking the role of HT. However, they found that teaching for more than 5 hours a week reminded HTs of why they joined the profession in the first place and was also a protective factor (Phillips et al., 2008).

In relation to school sector, HTs of primary schools experience more issues relating to job satisfaction and general wellbeing than their colleagues in secondary schools or those in schools of over 500 pupils. This may be due to a lack of administrative support, teacher absence and more difficulty covering classes and/or differences in status felt by HTs in the two sectors (Cooper & Kelly, 2013).

In recent years HT wellbeing has been the focus of concern due to COVID-19 and the weight of responsibility that has sat in particular with HTs (Kim & Asbury, 2020; Allen et al., 2021). In addition to the reports of general anxiety on the teaching profession of inspection and accountability (Jerrim & Sims, 2022), there has also been the tragic suicide of a HT in 2023 following a poor assessment of her leadership of the school (Sen et al., 2023). This brought into sharp focus the need to be aware of the underlying levels of stress experienced by many HTs and also the additional workload and pressure that falls on them during a school inspection.

2.2.1   The changing role of the teacher

As highlighted in the previous section, the role of a teacher or HT within a LA school in Scotland has changed in line with the changes in policy over time. Teachers are not simply passing on knowledge or focused on learning but are expected to manage

the complexities presented by their pupils. They now have a responsibility for the wellbeing and mental health of their students (Scottish Government, 2021a) and a requirement to be trauma informed (NHS Health Scotland 2017; NHS Education for Scotland, 2020). They support and follow medical protocols for children and young people with significant medical needs or those requiring medication during the school day (Scottish Government, 2017b). They have oversight of the social and emotional needs of their pupils and families (Scottish Executive, 2006a; Scottish Government, 2014) which can provide a greater level of emotional demand on them (Hanley, 2017; Ravalier & Walsh, 2017). It has therefore been argued that to expect this level of social and emotional engagement from teachers, without providing a safe reflective space, could be problematic for them as individuals and for the system as a whole (Reid & Soan, 2019).

Hawkins and McMahon (2020) note 4 significant stressors in the current context for anyone in what they call the 'helping professions':

- Greater demand from a wider number and range of people.
- Higher expectations from those receiving a service and a requirement for a higher quality of service.
- Fewer resources overall, due to diminishing budgets in local government and statutory services.
- Global issues such as climate change, economic volatility etc. leading to greater levels of poverty, psychological overload and fragmentation of the usual community and family supports.

(Adapted from Hawkins & McMahon, 2020, p. 7)

Even before the impact of the global pandemic in 2020, Lawrence (2020) suggested that these wider structural pressures had created a context where stress and psychological distress can feel overwhelming at times. In the survey upon which her report was based, Lawrence provided direct quotes from HTs which clearly demonstrated the impact of what they perceive as changing and increasing demands:

> As each year passes staff are asked to do more and more, the workload
> increases and staff feel under so much pressure from all sides...
>
> (Lawrence, 2020, p. 23)

Since 2020, teachers have reported a further increase in demands on them, with a consequential increase in reported stress levels (Kim & Asbury, 2020).

For many HTs, these growing expectations fall more significantly upon their shoulders, especially in schools where there is no wider management structure (Wilson, 2009). They carry the responsibility for the school and therefore feel quite alone and open to judgement from parents, LA managers, pupils, inspection bodies etc. (Jerrim & Sims, 2020). Interactions with others are often with people leaving their concerns. These might be complaints about the service being delivered; the behaviours of others; sharing of concerns about learning; or complaints regarding a lack of resource (Kennedy & Laverick, 2019; Lofthouse & Whiteside, 2020).

To address these pressures, could there be a role for a space to be able to share the emotional load with someone outside of the school? Someone who can hold and contain the level of emotion felt and provide a safe space to explore issues and to rehearse different ways of understanding and managing them. This position has been further strengthened by the impact of the recent pandemic (Connor et al., 2022). This has provided the catalyst to bring into mainstream discussions the possibility of PRS being more regularly provided in schools, as the increasing pressure on staff to keep children safe and improve, not only their academic skills and successes, but also their wellbeing, is recognised and acknowledged (Hanley, 2017; Reid & Soan, 2019; Lawrence, 2020; Beattie et al, 2022; Public Health Scotland, 2022).

2.2.2   General wellbeing

In 2006, the Scottish Executive rolled out its flagship framework for supporting children and young people, *Getting It Right For Every Child* (GIRFEC) (Scottish Executive, 2006a). This has led to significant changes in how need is assessed, and support is planned and delivered across children's services in every LA in Scotland

(Scottish Government, 2010). At the heart of this policy was the wellbeing of children and families, defined as a collection of those significant aspects of a child's life and the attributes we would want them to develop. These 'wellbeing indicators' were created by the LAs chosen to pilot the GIRFEC approach, based on the evidence from children, families, and practitioners (Scottish Government, 2010). Wellbeing in this context is not simply being happy or a statement of positivity, but is being 'Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included'. However, some of these wellbeing indicators are easier to define than others and operationalising what it means to have all wellbeing needs met is a difficult process (Thorburn, 2015), especially since wellbeing remains "...a complex, multi-faceted construct that has continued to elude researchers' attempts to define and measure" (Pollard & Lee, 2003, p. 60).

The World Health Organisation (WHO) takes a very different approach and defines wellbeing as a state "….in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." (WHO, 2018).

This definition reduces wellbeing to a personal state, with the capacity for us all to change and become happier and less stressed. There is evidence that individual traits are important to a positive sense of wellbeing, with interventions that promote self-regulation being found to improve or maintain wellbeing (Braeunig et al., 2018). However, this WHO definition does not account for the environmental impacts, where our workplaces, schools or homes and the people around us, all have an impact on how we feel and behave. It does seem too simplistic to consider wellbeing as a state that individuals experience, without considering the various aspects that both impact on this state and are at the same time impacted by it.

We all have unique experiences and traits and the environmental and psychological factors that impact on our wellbeing are also unique to us. Individuals are impacted differently by the same events and react differently to the same supports, where these are put in place. This is dependent upon our individual temperaments, our prior

experiences, current support structures and our level of understanding and knowledge about the stressors we are facing, as well as our belief in being able to cope. This is demonstrated well by the model proposed by Dodge et al. (2012), as depicted below:

Figure 1

Definition of Wellbeing (Adapted from Dodge et al., 2012, p. 230)

Wellbeing is therefore experienced subjectively, and any supportive interventions will need to be informed by the individual and personalised for them:

> In essence, stable wellbeing is achieved when individuals have the psychological, social and physical resources they need to meet a particular psychological, social and/or physical challenge. When individuals have more challenges than resources, the see-saw dips, along with their wellbeing, and vice-versa.
>
> (Dodge et al., 2012, p. 230)

2.2.3 Teacher wellbeing

Teacher wellbeing has been defined as "…an individual sense of personal professional fulfilment, satisfaction, purposefulness and happiness, constructed in a collaborative process with colleagues and students" (Acton & Glasgow, 2015, p. 102). It is a relational process that relies on positive relationships both in the classroom (Roffey, 2012) and in the staffroom (Acton & Glasgow, 2015). These relationships add to the psychological resources required in the model proposed by Dodge above and are reliant on interactions with others, not just a state that the individual can maintain independently.

Teacher wellbeing is of course closely linked to their levels of resilience, which is described as a "... complex, idiosyncratic and cyclical construct, involving dynamic processes of interaction over time between person and environment." (Beltman et al., 2011, p. 195). We can see the idiosyncratic nature of resilience as individuals manage and cope differently to similar situations, which are impacted by both risk and protective factors at work, as well as in their personal lives.

Several studies have found that teacher wellbeing correlates closely with the teacher having positive relationships with pupils, leading to better outcomes for pupils (Briner & Dewberry, 2007; Hagenauer et al., 2015; Littlecott et al., 2018). Positive teacher-pupil relationships therefore add to the resilience and wellbeing of teachers (Greenfield, 2015), which in turn leads to positive wellbeing in their pupils (Roffey, 2012; Bilz et al., 2022).

Teacher wellbeing is also positively correlated with pupil behaviour and academic achievement (Glazzard & Rose, 2019), as it impacts on classroom practice, competence, and confidence (Collie & Martin, 2017). This thinking greatly influenced the development of *Curriculum for Excellence* in Scotland (Scottish Executive, 2006b) which provided parity for the health and wellbeing curriculum, alongside the more traditional joint focus on literacy and numeracy:

> The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect.
>
> (Scottish Government, n.d., p. 2)

It would appear obvious then that to support pupil wellbeing, there is a clear need to also support the wellbeing of our school staff.

2.2.4 Teacher stress in the 21st century

Teaching has been considered one of the most stressful professions in the UK (Ofsted, 2019; White, 2020), with high levels of burnout (Skaalvick & Skaalvik, 2016; Skaalvik, 2020) and mental health conditions being seen within the profession (Savill-Smith & Scanlon, 2022). Teacher surveys regularly reinforce this through respondent self-report which is difficult to ignore when the findings are often consistent across different groups.

The annual survey undertaken by the organisation *Education Support*, reported rates for teacher stress in Scotland being among the highest in the UK (Savill-Smith & Scanlon, 2022). It records the number of staff who say they have experienced negative behavioural, psychological, or physical symptoms, that they attribute to their workplace and their job, remaining roughly the same from 2017 to 2022. This ranges from 74% to 78% of respondents to the survey as shown in Table 2 below. This is consistent with a recent report on a longitudinal study of teachers in England that found mental health in the profession has remained fairly stable over the past 20 years (Sims et al., 2022).

Table 2

Responses of teachers to the annual Teacher Wellbeing Index

Year of Survey	2017	2018	2019	2020	2021	2022
Percentage of staff reporting negative symptoms	75%	76%	78%	74%	77%	78%

(Savill-Smith & Scanlon, 2022, p. 27)

The figure for senior leaders is higher than that for class teachers, with 87% of senior leaders feeling stressed in their role, while 76% of class teachers who responded, reporting feeling stressed (Savill-Smith & Scanlon, 2022). The report also indicated that of the 3082 respondents to the survey, 59% had considered leaving the profession over the previous two years due to the negative impact their job was having on their mental health and wellbeing.

44% of respondents to this annual survey in 2021 reported that they would turn to family and friends for support when experiencing issues at work (Scanlon and Savill-Smith, 2021). This may indicate a lack of support or opportunity to enable them to leave the stress from their job role within the confines of the school.

A number of teachers do not realise there is support they can access from their line manager or LA (Education Institute of Scotland, 2021; National Association of Schoolmasters and Union of Women Teachers (NASUWT), 2022) and for a variety of reasons only 10.8% turn to their line manager for support (Scanlon & Savill-Smith, 2021). This perhaps indicates that individuals find it awkward or difficult to ask their line manager for support through fear of being judged negatively, or through a lack of trust in this relationship. It could also simply be because their line manager is not on site with them in a school, or that they feel their colleagues, who experience similar issues to them, may be more able to solve the problem or empathise with their situation.

Of concern however is that this research reported that 21.8% of respondents stated there was no one within their working circle that they could go to for support (Scanlon & Savill-Smith, 2021).

In 2022, 11,857 teachers across the UK responded to a further survey of teachers and HTs (NASUWT, 2022). Of those responding to the survey, 90% indicated that they had experienced more stress within their workplace over the previous 12 months. Of significant note, 63% reported that their school did not provide staff with "...a safe and comfortable space to take time out and debrief outside the classroom environment." (p. 3).

This survey was completed by less than 2% of the total number of teachers in the UK during a global pandemic and the reported high levels of stress may simply reflect the impact of COVID on schools in 2020-2021. These figures could also reflect a more negative stance than might be found overall in the views of the teaching profession if those who are negatively impacted by their role feel more inclined to

voice this through a survey return. This was the case in a study of graduate education students by Saleh and Bista (2017), who found that individuals were more likely to complete a survey when the topic was of interest to them. A survey on teacher stress may be of most interest to those teachers who are negatively impacted by stress in their lives.

However, in support of the data from the NASUWT survey, is the evidence from 16,056 respondents to a survey from the largest union for teachers in Scotland, the Educational Institute for Scotland (EIS) (EIS, 2021). This reported levels of workplace stress largely in line with the figures reported above. Over 70% of respondents reported feeling stressed 'frequently' or 'all of the time'. Of note, when asked how they managed the stress they experienced, almost 73% of respondents stated that they neither sought nor received any support for this.

2.2.5   Teacher stress and the impact on pupils

These high levels of stress do not only impact teachers of course, they are also significant for pupils in schools. Grades for students have been able to be predicted based on the burnout rate and coping strategies in staff, with students achieving the poorest grades when taught by staff who have high rates of burnout and have poor coping strategies (Glazzard & Rose, 2018). In a study undertaken by Oberle and Schonert-Reichl (2016), high levels of cortisol were found in the students taught by staff who were stressed. Their claim was that this demonstrated the contagion effect of stress within the classroom. Although the intrusive nature of gathering physical evidence of this type makes this a study difficult to replicate, both teachers and pupils involved in more qualitative research regularly report that teacher mental health and wellbeing can negatively impact pupil academic progress and good order and discipline within the classroom (Steel, 2001; Çimen & Özgan, 2018; Glazzard & Rose, 2019; Harding et al., 2019).

If we accept that the positive development of our pupils is heavily dependent on the wellbeing of our staff (Harding et al., 2019), then consistently high levels of teacher stress and poor levels of teacher wellbeing is something that needs to be addressed. If

the reported levels of mood, absence and change all negatively affect what happens in the classroom (McLean & Connor, 2015; Harding et al., 2019; Jerim & Sims, 2019), finding ways to address this and to support staff is critical. The main contention of this thesis is that the delivery of PRS may have a positive role to play in this.

2.2.6   Maintaining positive wellbeing through balancing job demands

The link between the emotional health and wellbeing of staff and workload has been well documented (Collie et al., 2012; Skaalvik & Skaalvik, 2018; Perryman & Calvert, 2020). The EIS have also often cited teacher workload as a main source of stress in the profession as a whole:

> Teachers have excessive workloads, which mitigates against them being able to meet the needs of every child to the extent they would wish to.
>
> (Education Institute of Scotland, 2019, p. 13)

The changes to teaching over recent years have been argued to be making the job more complex than before (Breslow, 2015) and adds to teacher workload. This is seen to be causing high levels of stress and burnout (Richards, 2012; Antoniou et al., 2013), as well as negative emotions and high staff turnover (Boe et al., 2008). Mental health conditions are also reported widely among the teaching profession (Brown et al., 2006; Chaplain, 2008; Jerrim et al, 2021), and in particular, symptoms of anxiety and depression (Ferguson et al., 2012; Jerrim et al., 2021).

There are differences in reported coping strategies or levels of wellbeing by colleagues in the same schools, who arguably have the same workloads and teach the same pupils (Herman et al., 2018). Some of this can be explained by different levels of resilience in teachers which has been developed over time (Beltman et al., 2011). However, the risk and protective factors that support the growth in resilience, can also be seen in The Job Demand-Resource Model (Demerouti et al., 2001: Dicke et al., 2018).

So, job demands such as time pressure, workload and various factors associated with pupils, all provide potential sources of stress, while positive supports can mitigate some of the potential negative impacts. However, while resources can buffer and protect teacher wellbeing against the negative impacts, defined as emotional exhaustion, depressed mood and psychosomatic responses to stress (Skaalvik & Skaalvik, 2018), the impact of job demands can be stronger than the buffering effect of job resources (Perryman & Calvert, 2020) and so practical measures still needed to be taken to reduce job demands, with discussion and reflection often cited as one way to provide the required buffering:

> A practical implication is therefore that goals, values and practices should be discussed openly in the teacher collegium and changes and decisions should be both discussed and moderated.
>
> (Skaalvik & Skaalvik, 2018, p. 1271)

Positive relationships and being valued by others add to a sense of positive wellbeing (Ofsted, 2019), with individual belief systems and temperament, building resilience as a buffer against burnout (Maslach & Leiter, 2016; Skaalvik & Skaalvik, 2017). The positive impact of self-efficacy, the belief that you have the skills to do the job (Bandura, 1982), is an important feature in teacher wellbeing and alongside intrinsic motivation, has been found to be a significant individual protective factor in the literature on teacher resilience (Beltman et al., 2011). This has been found to be susceptible to gradual erosion however through an increase in less meaningful workload tasks (Brady & Wilson, 2021) or an over-emphasis on accountability, inspection and comparisons with others (Gray & Gardner, 1999; Jerrim & Sims, 2022).

Other protective factors for staff in schools, include job satisfaction, purpose and meaning (Dicke et al., 2018). Positive school cultures (Aelterman et al., 2007) and teaching in a culture which is congruent to your values as an individual (Liang et al., 2022) are also critical factors in reducing stress and potential staff burnout. Relationships with colleagues can be a significant predictor of higher teacher

wellbeing (Ofsted, 2019), which makes sense in terms of the research on the positive impact of collaboration (Goodson & Hargreaves, 1996) supporting an increased level of adaptability (Skaalvik & Skaalvik, 2017).

Many of these factors can be understood through the lens of self-determination theory and the need for recognition and belonging (Ryan & Deci, 2000). Self-determination theory proposes that teachers will be motivated to complete tasks and have higher levels of wellbeing when they perceive their individual, relational and environmental needs are met, allowing them to feel competent, interconnected with their colleagues and having autonomy in their practice (Hobson & Maxwell, 2017).

The EIS have negotiated an SNCT (Scottish Negotiating Committee for Teachers) agreement on teacher workload (SNCT, 2013) and this may be reducing the bureaucratic burden. However, perhaps rather than measuring teacher workload in hours, we need to start considering the emotional weight that their growing caring responsibilities provide and how we might better support that:

> As work in human services becomes increasingly complex and ill-defined and practitioners are faced with significant vulnerabilities in the clients with whom they work and in those who support them, the place for supervision in ensuring effective practice has never been more important.
>
> (Kennedy et al., 2018, p. 295)
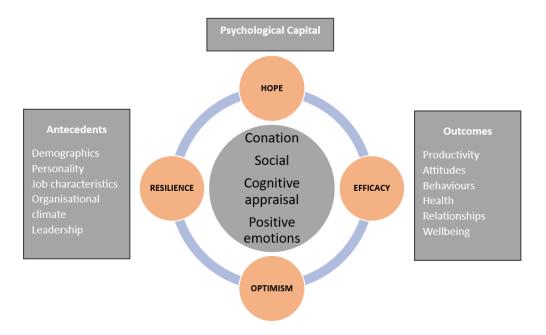
2.2.7   Supporting in a different way

Investing in school staff has more traditionally been in relation to enhancing knowledge and skill and promoting higher educational qualifications for teachers and HTs (Department for Education, 2016; Mowat, 2020). Investment in the 'Social Capital' (Schultz, 2008) of an organisation is however also important, especially within an educational system, where the main function is to support people. This embodies the building of trust and relationships through collaboration and mutual support.

An investment in the emotional wellbeing, development of attitudes, understanding and empathy may also be critical. Luthans and Youssef-Morgan (2017) have used the term 'Psychological Capital' to describe this investment. Their thinking is based in the work of Martin Seligman and Positive Psychology (Seligman, 2002) and they contend that people who can view situations positively may be more effective members of their organisation and that positive attitudes can enhance work performance. Figure 2 below diagrammatically shows the synthesis of the construct of Psychological Capital.

Figure 2

Conceptual Framework of Psychological Capital

(Adapted from Luthans & Youssef-Morgan, 2017, p. 344)

The mechanism by which an individual has agency and is intentionally motivated to act in a positive manner, Luthans and Youssef-Morgan refer to as 'Agenic Conation' (p. 348). This is linked with social support from others, a positive appraisal of the situation based on previous experience, and a general positive view of the world. This provides the central components of their model. The underpinning drivers create

an environment where positive actions are more likely to be taken by the individual, as they and the organisation internalise hope, optimism, resilience and a sense of self-efficacy in a belief that a positive outcome is achievable.

Both personal and professional development opportunities have been found to add to the psychological capital of teachers (Hargreaves & Fullan, 2020), but so have other aspects, such as a positive school climate, parental engagement and collaborative working (Cimen & Ozgan, 2018).

There are parallels with the models proposed by Dodge (2012), Demerouti et al., (2001) and Ryan and Deci (2000), as noted above, but also a focus on the organisational aspects that can lead to Psychological Capital across a service or team (Avey et al. 2009), rather than the individual working in isolation from other influences.

2.2.8 The impact of COVID-19

During the COVID-19 pandemic there was understandably a renewed emphasis on staff wellbeing across education in Scotland. This was predicated on feedback from the teaching profession, identifying additional pressures and stresses impacting significantly on their wellbeing (Sokal et al., 2020; Education Institute of Scotland, 2021; Beattie et al., 2022).

Gradually this has become more of a focus for schools with a need to address the wellbeing of both children and staff and greater prominence has therefore been given in guidance to supporting staff with their emotional wellbeing and mental health:

> Promoting staff wellbeing is also a core component of a whole school approach and should be given the priority and importance required in a school. Professional learning should not just focus on how staff support children and young people's mental health and wellbeing but how they can support their own and colleagues' wellbeing needs.
>
> (Scottish Government, 2021a, p. 17)

After a year of upheaval in 2020, the on-line survey conducted by the EIS in 2021 undoubtedly reflected the additional burden from the COVID-19 restrictions (Education Institute of Scotland, 2021). The survey was responded to by 30% of the 53459 teachers in Scotland (Scottish Government, 2022), which is a reasonable representation from the workforce as a whole. 88% of teachers indicated that their workload had increased during the pandemic and 61% reported that this increase had been "significant" and had created greater levels of work-related stress. In response, the Scottish Government, working alongside Education Scotland and other 3rd sector organisations, offered both mentoring and coaching programmes to education staff and promoted individual and group reflective sessions for any teacher who felt they could benefit from this (Education Scotland, 2021; Barnardos, 2021). In school session 2022-23 they also funded an offer of supervision to those working in education, based on the Integrated Model (Morrison, 2005), supported by the 3rd sector organisation, Barnardos (Barnardos, 2022).

These interventions were an acknowledgement of the need to provide spaces for reflection to enable teachers to do their job well:

> Teachers are supremely placed to provide positive educational, social, and therapeutic relationships to children who have experienced trauma and adversity, but to do so effectively and over time, their own care simply must come first.
>
> (Barnardos, 2021, p. 2)

It was an acknowledgement that reflecting on practice in the way that is offered through PRS is of benefit to practitioners to enable them to share some of the stresses and anxieties they have been experiencing in these unprecedented times (Education Institute of Scotland, 2020). However, as explored earlier in this chapter, teacher stress and overload are not new concepts and are unlikely to reduce significantly in the short term (White, 2020). If reflective spaces are deemed necessary and

beneficial in supporting staff wellbeing now, it could be argued that this is a support that should continue to be made available for teachers in the longer term too.

2.2.9 Summary

With the changes in educational culture and practice in Scotland, has come a new set of responsibilities for school staff. The complexity of managing expectations and the emotional load brought by a variety of priorities and additional need in our schools falls disproportionately on HTs, who report increasing workloads and emotional stress leading to greater difficulty in finding a balance within their roles.

The impacts of environment, organisational structure, change and culture, all Interact with our personal states and traits to have a bearing on our wellbeing. So, taking a more systemic approach to managing organisational and social risk factors, has been found to help improve wellbeing and lead to better mental health in schools over time (Aelterman et al., 2007; Kwak et al., 2019).

Psychological theories and models of coping and supporting wellbeing would point to the added value of building positive relationships both in the classroom and with colleagues. Having opportunities to reflect and consider decisions, away from points of crisis is also helpful in this process. Over the course of the last 3 years in particular, the need for a safe, reflective space has been identified as a requirement from teacher unions (Education Institute of Scotland, 2020) and also from HTs themselves (Kim & Asbury, 2020; Allen et al., 2021), who have voiced their need to express some of the stresses and anxieties they experience that they don't always feel able to share with colleagues in school.

Many professional groups who work with children and young people receive regular professional supervision to support their safe practice and create a space for reflection and growth (Hawkins & Shohet, 2006). If the level of stress is the main determinant for this to be provided, many teachers and senior managers would argue that this is a growing feature within our education system (Ofsted, 2019; White,

2020; Education Institute of Scotland, 2021), and therefore an exploration of the benefits of PRS for HTs may now be an essential consideration.

The next section in this chapter explores the history of supervision and its development as a support structure for many professional groups. Various models and frameworks currently used are explored as well as the core components that may be able to inform a supervision model for HTs.

2.3   What is Supervision

2.3.1   Definition

Supervision is traditionally defined as the action of overseeing the work of another, "...the proximal immediate direction, monitoring and control of work processes…" (Hales, 2005, p. 497). Similarly, supervisors are traditionally thought of as "individuals who are formally responsible for monitoring and regulating the performance of others" (Sheridan & Ambrose, 2022, p. 441), with an implication that there is always an unequal power dimension between a supervisor and a subordinate member of the organisation. It is something that is 'done to' people in training or with lower status, by people who are more expert or experienced (Sheridan & Ambrose, 2022). This definition is widely accepted within the literature on business models and processes. It aligns with the process of checking up or making sure someone is doing a good job and links with appraisal or performance management and so is associated with early career development or a lack of competence later in a career.

This master-apprentice model of supervision is one which is well understood by professionals and is provided to trainees in most professional groups or during induction. In such situations, supervision is accepted and considered supportive and appropriate. It can provide clarity of role, a safety net for those who are not yet sure of their practice and a space to ask questions and receive instruction, vital to developing skills and understanding to create the foundations for future careers (Hawkins & Shohet, 1989; Page & Wosket, 2001). Usually those engaged in supervision as a trainee within a profession are passive recipients of the process (Pack, 2015; Atkinson & Posada, 2019). They accept that they are learning, and the space provided by supervision creates time to think, talk through difficulties and issues, share concerns, and receive further insight from more experienced colleagues (Callicott & Leadbetter, 2013; Scottish Social Services Council, 2016b; Bernard & Goodyear, 2019).

In professions where supervision is considered a support for early career practitioners, it is a reasonable assumption that as you develop in your career, the availability of and the requirement for supervision would reduce and indeed in many situations this is the case. However, most professional groups who work with children and young people receive ongoing, regular professional supervision throughout their careers (Hawkins & Shohet, 2006). This includes Social Workers (British Association of Social Workers, 2011; Scottish Social Services Council, 2016a; Ofsted, 2018), Midwives (Key et al., 2019), Allied Health Professionals (NHS Education Scotland, 2018), Psychologists (Dunsmuir & Leadbetter, 2010), and more obviously perhaps, counsellors and therapists (British Association of Counselling and Psychotherapy (BACP), (n.d.); Counselling and Psychotherapy in Scotland (COSCA), 2014; United Kingdom Council for Psychotherapy, 2020). It is of note however that one large professional group who work directly with children and young people - teachers - are not included on this list.

Perhaps within teaching, there remains an emphasis on the literal meaning of the word 'supervision' and a strong association with teachers in training. The negative connotations associated with this term will then be difficult to overcome for those who are experienced or considered competent in their role, even when the term is used to describe a process for growth and development.

So, what is this thing that is construed differently in different professions?

Within the research and literature surrounding the concept of 'supervision' there are various definitions provided for the term itself, including the more traditional managerial process. In many cases 'supervision' is il-defined as a concept, leading to some confusion about its merits and also making research outcomes and impacts difficult to compare. Indeed, some writers have commented that "...it is poorly conceptualized with implicit theories, unrelated to empirical research, and inconsistent in the use of its own concepts." (Vec et al., 2014, p. 104).

To help more clearly define the concept, we could consider the work of Bachkirova and Kauffman (2009). They identify 'universality' and 'uniqueness' as the two criteria in defining a concept. The **universal** nature of any definition should mean that all authors writing on a particular subject can use a single definition to describe the concept they are considering in their work. In addition, for a definition to be **unique**, no other definition or description of a different concept should be able to be defined within the term used.

However, some of the processes described by the term 'supervision' are so unique, especially if they are for specific professional groups, that they cannot meet the Bachkirova and Kauffman criteria for 'universality' e.g.:

> At its best, supervision can form a learning environment of inclusive teacherhood, in which the stability, regularity, and continuity of supervision are the key.
>
> (Alila et al., 2016, p. 302)

Furthermore, some have such a broad focus, in order to keep them concise, that they then become inclusive of other forms of professional support and cannot meet the criteria for being 'unique' to supervision e.g.:

> Supervision is an intervention provided by a more senior member of a profession to a more junior colleague or colleagues who typically (but not always) are members of that same profession.
>
> (Bernard & Goodyear, 2019, p. 9)

Or even:

> Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.
>
> (Department for Education, 2021, p. 26)

In relation to the concept of 'supervision', the existing definitions in the literature do not meet the standard proposed by Bachkirova and Kauffman. The confusion in the field, caused by differing definitions and terminology is therefore completely understandable, although not at all helpful.

To provide greater clarity, Milne (2007) cites 4 tests that would allow comparison and empirical evaluation of effectiveness. He suggests a definition of supervision must be precise and distinct from other types of support. It must state specifically what supervision actually is. The concept of supervision must also be described in a way that allows others to reliably observe the practice. Finally, it must be a definition that is corroborated and supported by research and the professional bodies.

With this in mind, Milne defines and describes supervision as:

> The formal provision, by senior/qualified health practitioners, of an intensive relationship-based education and training that is case-focused and which supports, directs and guides the work of colleagues (supervisees).
>
> (Milne, 2007, p. 440)

He then breaks this down to provide further explanation and description for each part of the definition as can be seen in Table 3 below. This adds clarity to his definition, but also helpfully provides the basis for evaluating practice and defining this as 'supervision', rather than some other supportive intervention.

Table 3

Supervision and its component parts

Definition	Description
The formal provision	sanctioned by relevant organisations.
by senior/qualified health practitioners	or similarly experienced staff.
of an intensive	typically, 1:1 and regular/ongoing, at least, three meetings with protected time, of at least 3 hours total duration.
relationship-based	confidential and highly collaborative, being founded on a learning alliance and featuring participative decision making and shared agenda setting and therapeutic inter-personal qualities, such as empathy and warmth.
education and training	general problem-solving capacity or 'capability' aspect, not just competence enhancement.
that is case-focused	supervisee guides topics and tables material and supervisor typically overlays professional and organisational considerations/standards.
and which supports, directs and guides	using 'restorative and normative' topics, addressed by means of professional methods, objective monitoring, feedback, and evaluation and by reference to the empirical and theoretical knowledge base.
the work of colleagues (supervisees)	including post-qualification colleagues.

(Adapted from Milne, 2007, p. 440)

2.3.2   Definition used in this thesis

The term 'Professional Reflective Supervision' (PRS), has been used in this thesis to differentiate a model distinct from quality assurance or indeed the clinical supervision that is used in therapeutic approaches. It is the model mostly used outwith the counselling or clinical professions (Tomlin et al., 2014; Low et al., 2018).

It takes account of the ecological model (Bronfenbrenner, 1977) and requires the supervisor to understand the nuances and subtle influences that our cultures, values, attitudes, and systems create within us. The supervisor is tasked with supporting the supervisee to be reflexive and to acknowledge and address the internal influences on their behaviours and to reflect on their own biases and prejudices that might for example make it difficult for a white male supervisor to relate to a black, transgender woman, or for a Christian to relate to a Muslim (Soni et al., 2022). Supervisors also

need to consider intersectionality and the impact of trauma and poverty that further complicates the issues we all face when working in human services.

My own experience of professional reflective supervision has provided a safe space to reflect on my practice and to consider the feelings evoked by my work. Doing this with someone who does not just listen but also assist in containing the emotion and modelling psychological thinking has helped develop my own skills over time. It allows space to consider alternative options in complex situations and to reflect on the consequences of actions for myself and others, making future decision making more thoughtful and considered.

There is a real danger of assuming that our backgrounds and lived experiences have influenced us in a similar way and without time to consider and reflect on practice at a deeper level, we might make quick (and perhaps incorrect) judgements about an issue we are being asked to resolve. Reflection is therefore central to the supervisory process, to ensure that we do not unintentionally minimise the impact of an issue brought by a supervisee or miss the importance of an issue that they may be blind to (Soni et al., 2022). In this respect, both the supervisee and the supervisor must reflect on emotionally charged issues while maintaining compassion and empathy for each other and for the client (Harrell, 2014).

The blurring of the boundaries between the various aspects of therapy, teaching and monitoring of practice that is evident in the literature on supervision demonstrates a continued confusion of ideas, methods, and practices in this area of work from the early days of psychoanalytical practice (Carroll, 1996). These are woven through the various models and theoretical frameworks used today. Many models are still clinical in nature and focused on taking a therapeutic approach with an individual supervisee working with a client. Even in the limited number of studies of supervision involving teachers and HTs, a clinical model is generally adopted (James et al., 2006; Hulusi & Maggs, 2015).

A therapist or a clinician however do not work in the same context as a HT working in a school. What might fit that context best is a more integrated model that draws from more than one theoretical perspective, utilising 'technical eclecticism' and 'theoretical integration' (Haynes et al., 2003). These models don't prescribe to one theoretical school or stance but draw from the range of tools and techniques used in practice from different perspectives, providing a framework considered to be better than any one single approach:

> Distinct from clinical supervision, reflective supervision is rooted in a collaborative relationship in which fewer hierarchical differences exist, there is a focus on collective "wondering", and the parallel process is explicitly explored.
>
> (Low et al., 2018, p. 610).

PRS allows the collaboration between the supervisor and supervisee on a regular basis, to reflect on both the work being undertaken by the supervisee and their experience of delivering a service. Over time, this reflective space can be used to explore the feelings and emotions experienced by the practitioner and it can deepen their knowledge, range of skills and practice through an increased awareness and understanding of the social dynamics at play in their work (Hawkins & Shohet 2006; Rousmaniere & Ellis, 2013; Shohet & Shohet, 2020). This supervision relationship can therefore provide a mentoring role at times, that can support professional development, but also support self-care and self-awareness in the supervisee. In so doing, it has been suggested that the possibility of professional burnout as described by Maslach et al. (1996) can be reduced (Low et al., 2018):

> The supervisor's role is not just to reassure the supervisee, but to allow the emotions to be felt within the safer setting of the supervisory relationship, where it can be reflected upon and learnt from. Supervision therefore provides a 'container' that holds the work within the 'helping triad'.
>
> (Hawkins & McMahon, 2020, p. 2)

For the research described in this thesis, there are inherent issues in using a term that is likely to still convey that sense of inspection and checking up, and so a change of name from 'supervision' to something less confusing and more specific, was considered. However, for all its faults, it is a widely recognised term within the current literature and so it was decided to continue to use the term 'supervision', but to qualify this with a clear definition. In considering the various alternatives, it was decided that the most appropriate definition of PRS to use within this research is as follows:

> Supervision is a joint endeavour in which a practitioner, with the help of a supervisor, attends to their clients, themselves as part of their client-practitioner relationships and the wider systemic and ecological contexts, and by so doing improves the quality of their work, transforms their client relationships, continuously develops themselves, their practice and the wider profession.
>
> (Hawkins & McMahon, 2020, p. 66)

This definition presupposes five aspects within the concept of supervision, summarised in the table below. These are commonly seen in most models, but do differentiate it from similar concepts such as consultation or coaching:

Table 4

Most common features of supervision models

1	It is always a collaborative approach and requires human interaction between a supervisor and supervisee(s)
2	It always has the client(s) as the focus, otherwise it would merely be counselling for someone within the workplace.
3	The supervisee and supervisor need to have a level of self-awareness and understand their own unconscious and conscious biases and how these play out with the client and within the context of supervision.
4	There needs to be consideration and an understanding of systemic and ecological thinking (Bronfenbrenner, 1977) in relation to all parties who have an interest in the supervisory process.
5	It is not just a space for reflection, but provides a focus on learning, improved future practice of the supervisee, better service provision and higher levels of skill and respect within the profession.

2.3.3 Tasks within supervision

Several writers have suggested three primary tasks of supervision. These generally draw on teaching elements to develop competence, the quality assurance aspects of the role and emotional support for the supervisee (see Table 5 below):

Table 5
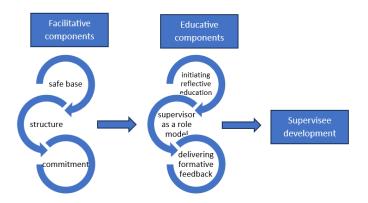
Primary tasks of supervision

Weiner et al., 2003	Ensuring competent and ethical practice is taking place within the developmental stage of the supervisee	
	Maintain the reputation of the profession through paying attention to the professional standards and governance	
	Encouraging and informing the work of the supervisee in their professional life. Attending to the dynamics of the supervisory relationship within the context of the organisation	
Bernard & Goodyear, 2004	Formative	promoting therapeutic competence
	Normative	ensuring quality case management
	Restorative	providing emotional and coping support
Hawkins & Shohet, 2006	Developmental	developing the personal and professional skills, understanding and capacity of the supervisee
	Qualitative	quality control. Helping the supervisee identify 'blind spots', areas of vulnerability, prejudices, and biases
	Resourcing	how the work is affecting the supervisee personally, emotionally, and physically. This, it is felt can counter the effects of burn out

At its simplest, the supervisor creates a safe base for the supervisee and helps build a relationship of trust, where the supervisee can share their issues or concerns and can openly share their practice, taking time to explore their own feelings and their need for growth and development within their practice. There are therefore a range of facilitative components within any model and some educative components that support the development of the supervisee (see Figure 3 below):

Figure 3

The Supervisory Relationship

(Adapted from Kennedy et al., 2018, p. 285)

In terms of the content of the academic discussion, there is reasonable agreement about the nature of the work that is done within the supervision session and a need to consider the past, the present and the future as influences to inform the conversation. The supervisor generally will support discussion about past experiences and possible triggers to emotions within the work the supervisee brings to the sessions. These conversations will be influenced by the broader environment in which the supervisor and supervisee work and the attitudes and values they hold, that at various points need to be explored within supervision. The focus of course is on the present and the containment of the supervisee by the supervisor, bearing in mind the needs of the client and the requirement for safe and effective professional practice. Finally, the supervisor needs to maintain a future focus, considering the longer-term development of the supervisee and the aim to enhance positive outcomes for both the supervisee and in turn the clients that they support within their practice (Alonso, 2000; Inman & Ladany, 2008; Callicott & Leadbetter, 2013; Kennedy et al., 2018).

2.3.4 The supervisory relationship

Supervision is seen as a relational process and as such requires participation and collaboration between the supervisor and supervisee who both have an influence on each other (Alonso, 2000). While the main benefits may be to the supervisee, the supervisor can also develop their skills through the process, which can provide them with greater levels of motivation and an opportunity to take a fresh look at their own practice (Hawkins & McMahon, 2020). The benefit to the learning of both parties is something not usually found in the more managerial, evaluative process of overseeing practice (Atkinson & Posada, 2019).

The assumption that true collaboration is a feature of all supervision sessions has been challenged by Rousmaniere and Ellis (2013), who suggest that many authors conflate working together as collaboration and that even when there is an equal partnership or joint effort on both parties, this is not a sustained or consistent state. They investigated the extent to which supervision really is a collaborative process. Through self-reports from supervisees, they found that supervision, as experienced

by a range of practitioners, could be placed on a continuum from 'Non-Collaborative Supervision', through 'Implicit Collaboration' and on to 'Explicit Collaborative Supervision'. Non-collaborative supervision is run entirely on the supervisor's agenda. Compliance is demanded of the supervisee in a hierarchical model. Where collaboration is 'implicit', the supervisor may provide several options and suggestions to the supervisee, who then must make a forced choice. This model could be seen as evaluative at one level and does provide opportunities for sharing and collaboration in the content and outcomes. However real, 'explicit collaboration' in supervision is characterised by the types of questions asked by the supervisor and a real openness to consider the needs of the supervisee from the outset. The conversation and subject matter are set by the supervisee and the supervisor acts as a facilitator, rather than expert in the process.

This distinction is important for the supervisor to be aware of, as it can be the case that a supervisee might pretend to collaborate while complying, rather than disengage with the process or cause offence. Being aware that in many cases, explicit collaboration within supervision is low (Rousmaniere & Ellis, 2013), can help supervisors to provide more openness and opportunity to work alongside the supervisee, rather than take full charge of the situation.

There is a potential conflict that arises from the power differential when supervision is provided by a line manager. Often the line manager has responsibility for the services being provided, the reputation of the service/organisation and an evaluative role in the practice of the supervisee. This dynamic was raised by the Barnardo's Scotland report (Lawrence, 2020), with education staff who participated in this study stating quite clearly, they would not want their line manager providing supervision, believing this would reduce their ability to be honest and open within the process.

However, there are examples where a very skilled line manager can create the conditions where roles in practitioner evaluation and teacher supervision are able to sit comfortably together (Mette et al., 2017).

All models of supervision draw heavily on various psychological concepts and theories. Most have a focus on the individual needs of the supervisee from a Person-Centred approach (Rogers, 1942). They also emphasise the developmental journey and incremental skills development of the supervisee, scaffolded by the supervisor working within their 'Zones of Proximal Development' (Vygotsky, 1978). In terms of the social dynamics of the supervisory relationship, these draw heavily on Social Exchange Theory (Cook & Emerson, 1978; Cook et al., 2013), which purports that the way individuals think about a relationship is based on the balance between their efforts in the relationship and the rewards - whether anticipated or actual. If the supervisory relationship is supportive, the supervisee will reciprocate and have more positive emotions towards the supervisor. In an extension to this theoretical model, Leader-Member Exchange Theory suggests that if there is a reciprocal relationship between someone with direct authority over another person, such as there may be perceived in the supervisory relationship, this can improve job satisfaction and attitudes and increase levels of commitment to the service/organisation (Graen & Uhl-Bien, 1995).

Understanding these psychological principles and embedding them within the supervision process is an important feature of good supervision and so training and support for supervisors is as important as the actual provision and delivery of supervision for the practitioners (James et al., 2006; Kennedy et al., 2018; Carroll et al., 2020).

The supervisory relationship is critical to the success of the process and contributes significantly where the supervisor is open, honest and builds up trust with the supervisee and where the supervisee can also be open with their practice (Callicott & Leadbetter, 2013; Kennedy et al., 2018). Where the relationship is less secure however and the supervisee does not find it a safe space e.g., when the supervisor is inflexible or inconsistent or when feedback is overly critical, more avoidant behaviours will be seen and less growth or development occurs as a result (Johnston & Milne, 2012).

The social dynamic between the supervisor and supervisee is therefore of great significance and the 'supervisory alliance' holds a central role within all modern models of supervision (Kadushin, 1992; Stoltenberg & McNeill, 1997; Inman & Ladany, 2008; Low et al., 2018; Musundire & Dreyer, 2019; Reid & Soan, 2019; Rothwell et al., 2019; Hawkins & McMahon, 2020).

2.3.5   Models of supervision

There are many models referred to in the literature, with much cross-over between them. It is outwith the scope of this thesis to explore in detail the various models of supervision available, but helpfully, most can be subsumed within five well established categories. These are:

- Orientational/Therapy Specific Model (e.g. CBT - James et al., 2006)
- Developmental Model (Stoltenberg & Delworth, 1987)
- Functions Model (Kadushin, 1992)
- Process Model (Hawkins & Shohet, 1989)
- Integrated Model (Morrison, 2005)

In the process of the research described within this thesis consideration was given as to whether one, or elements of more than one could be used to create a model that might work to provide supervision for HTs.

2.3.5.1 Orientation/Therapy Specific Models of Supervision

Many supervision frameworks still draw on a model of clinical supervision which has a historical backdrop of psychoanalysis (Watkins, 2010). This approach focuses on an understanding of the intra- and inter- personal processes that occur during supervision sessions and highlights the need to gain greater insight into the communications and relationships between individuals. The emotions and defensive reactions and the concept of transference and countertransference of thoughts and feelings from the subject matter to the supervisee and supervisor are key to this approach (Falender et al., 2014). Supervision is also often seen as providing a reflective space for processing information that psychoanalysts may perceive to be 'repressed' (Shipton, 1997). In more explicit terms, Hulusi and Maggs (2015) refer to

this as how the "here and then" might influence and be playing out in the "here and now" (Halusi & Maggs, 2015, p. 38).

Since the 1950s there have been several supervision models used by specific therapies challenging psychoanalysis as the dominant framework. Each therapeutic approach supports a system of more experienced therapists providing supervision for less experienced practitioners, using the therapeutic tools and techniques offered by their chosen approach. In these models, supervision is also therapeutic. With each 'new' therapeutic approach came slightly different models of supervision e.g., Cognitive Behavioural Therapy (CBT) requires CBT based supervision (James et al., 2006).

Within LA Educational Psychology Services, therapy specific supervision may be used where Video Interactive Guidance (VIG) or Video Enhanced Reflective Practice (VERP) is offered as an intervention to families or practitioners, to improve the outcomes for children and young people. Within this context "Supervision becomes a reflexive process where much learning and self-reflection takes place." (Šilhánová, & Sancho, 2011, p. 44).

While it could be argued that therapeutic skills are beneficial to a supervisor, therapy specific models require an adherence to an approach that is unlikely to be possible within a school setting. It is questionable whether a model created for therapists and clinicians is wholly suitable for use within an educational context. HTs do not provide therapy to individuals, and neither can they focus on one 'client' at a time. They need to be aware of multiple issues within a complex system which would generally not support a specific therapeutic model.

2.3.5.2 Developmental Models of Supervision
Developmental models of supervision became prominent in the 1980s and were based on more psycho-social frameworks, tracking the developmental stage of the supervisee from 'novice' to 'expert' (Holloway, 1987). One of the key roles for the supervisor was to clearly identify the current stage of development and provide the

appropriate feedback and support to help the supervisee move to the next developmental stage (Stoltenberg & Delworth, 1987).

In this model there are three levels of development for the supervisee as outlined in Table 6, that support the need for a change in approach from the supervisor over time:

Table 6

Three levels of supervisee development

Level 1	Students beginning their training who may be high in motivation but also highly anxious and fearful of evaluation
Level 2	Mid-level practitioners who will experience fluctuating confidence levels and motivation who may link their mood to their perceived levels of success in their role
Level 3	Supervisees secure in their practice and have a consistent level of motivation. They have developed more empathy and skill from the experience they have gained from practice

Developmental models require an understanding that different supervisees will develop skills at different stages and that this progress will not be even. Some growth might be difficult as the supervisee can become defensive or resistant at times, when considering their own development needs (Loganbill et al., 1982; Frawley-O'Dea & Sarnat, 2001; Falender & Shafranske, 2008). These models require a focus on change and work being done by the supervisee and supervisor in collaboration, rather than simply using the time as an opportunity for a check-in or conversation. Progress is also seen as cyclical, requiring the supervisor to return to refine a skill or an issue addressed at an earlier stage, once a practitioner has developed more understanding or experience (Holloway, 1987).

A developmental approach resonates with the approach to curricular differentiation that is familiar to teachers and the concept of incremental progress and a spiral curriculum. Being able to start from where the individual is at and to utilise the skills they bring, building on this over time and accepting that learning and growth may be

uneven and not always steady. These would all appear to be sensible features to include in any model of supervision to be used within the context of a school and can already be seen within teacher professional development models (Glickman et al., 2004).

2.3.5.3 Functions Models of Supervision

In the last decades of the 20th century, there was a greater emphasis on value for money from centrally funded services and government agencies and an increasing need to demonstrate good practice and to be accountable. Consequently, there was a growth in professional bodies providing frameworks and standards to work within. These frameworks began to define and emphasise tasks, roles, and professional development in various groups. As a result, there was a resurgence of interest in managerial supervision (Beddoe, 2010). Although supervision was still seen as providing a reflective space, the need for the supervisor to ensure safe practice and to consider the reputation of the organisation became an additional focus in these models (Kadushin, 1992).
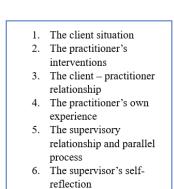
While acknowledging the need for an evaluative or quality assurance role, there are dangers in building these more managerial functions into the process of supervision. Depending on the values of the organisation and the skill of the supervisor, the process of supervision could become too focused on evaluation and therefore a process that supervisees might start to avoid or be less trusting of (West-Burns & Badiali, 2015). The risk of supervision and evaluation being conflated may be greater when the supervision is provided by a line manager (Mette et al., 2017). There could be some mitigation if the supervisor came from an outside organisation and focused on enhancing the skill of the supervisee, rather than considering outputs and performance measures (Callicott & Leadbetter, 2013). Although they would not have the authority to challenge supervisees and ensure changes in their practice (Beddoe, 2012).

2.3.5.4 Process Models of Supervision
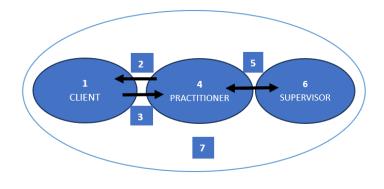
In the 1980s and 90s, two of the most influential writers on supervision in modern times, Peter Hawkins and Robin Shohet, created a process model for supervision for use within therapeutic and counselling services (Hawkins & Shohet, 1989), which sat alongside the systemic thinking and ecological model which had been gathering more attention in the field of human development and psychology (Bronfenbrenner, 1977). In their model, Hawkins and Shohet no longer considered the supervisor an 'uninvolved expert' (Smith, 2009), but they were seen as part of the system (see Figure 4 below):

Figure 4

The 7 Eyed Model of Supervision

1. The client situation
2. The practitioner's interventions
3. The client – practitioner relationship
4. The practitioner's own experience
5. The supervisory relationship and parallel process
6. The supervisor's self-reflection
7. The wider context of the organisation

(Adapted From Hawkins & Schwenk, 2011, p. 30)

In this model the process of supervision encompasses a whole system where interactions between the supervisee and supervisor are not the only aspects needing to be attended to:

Supervision is about chains of connection through relationship; from organisation to supervisor to supervisee to child and back again.

(Sturt & Rothwell, 2019, p. 120)
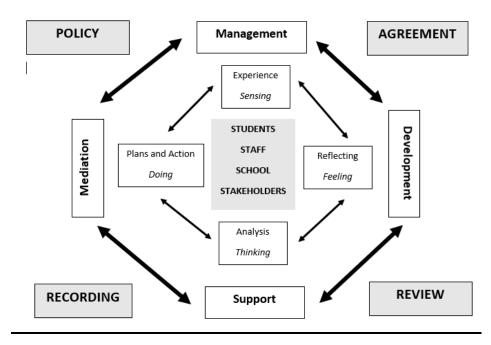
Supervisors need to consider their role in the supervisory relationship and their interactions with the supervisee as a possible influence within the process of change. The internal thoughts, previous knowledge and experience, that both the supervisee and supervisor bring to the process are recognised as important, but crucially within this model, a key focus for the supervisor became improved outcomes for the clients that the supervisee supports through their work.

2.3.5.5 Integrated Models of Supervision

The term 'the Integrated Model' was used by Morrison (2005) and Wonnacott (2012) in creating a revised framework for supervision in social work and this was further expanded upon to create a model with 16 component parts, falling into 4 aspects of the work. The component parts of this model as depicted in Figure 5, reflect the various stakeholders, including clients, the organisation, the supervisee, and other professional agencies. It includes the various purposes and functions of supervision, the process of supervision itself and the foundations of the process, identified as the organisation's policy on supervision, the agreements made between supervisor and supervisee, the recording of the sessions and regular review of the process:

Figure 5

The Integrated Model of Supervision

(Adapted from Sturt & Rowe, 2018, p. 26)

This model encompasses many of the elements of previous models and 'integrates' them into a whole. However, in so doing it can seem complex and bureaucratic. The core of this model still focuses on the confidential space which enables practice to be shared and discussed, with the emotional load being held by the supervisor to enable this engagement. It is the model proposed largely for use within social work and could be transferrable to an educational context, however it is often not used as intended (Chiller & Crisp, 2012) and some aspects are focused on much less than others, possibly because of its complexity.

2.3.6 The impact of culture and relationships on supervision

For supervision to support professional growth and development, there is an expectation that at times it will involve a level of challenge. Working through this requires trust in the relationship and the process and a level of skill and confidence from the supervisor.

When supervision does not work, it can be psychologically 'painful' (Alonso, 2000) and so it is important when setting up a process, that this is done in a way that meets the needs of the individual, that it is valued and wanted, and it is not imposed. While there are many examples of supervision being supportive of practitioners, perhaps the reason it has not taken root within education is that it is not required or wanted. If so, to force it on the workforce would be counter-productive and damaging.

When considering supervision as a support for staff therefore, it is important to be aware of the wider context and the systems in which staff work and to understand the culture, which might either be supportive of PRS or create a barrier to this:

> If we are to create learning professions that constantly renew their cultures, then supervision needs to become the learning lungs that assist the professional body in its learning, development and cultural evolution.
>
> (Hawkins & McMahon, 2020, p. 232)

Even where staff may see the benefit of PRS, there are five indicators of organisational culture that would not be supportive or would not value supervision. When considering where supervision is not working well or where it is not evident, potentially deep-seated dysfunctional issues within the organisation as detailed in Table 7 below, may need to be addressed prior to supervision being proposed:

Table 7

Features of organisational culture that will not readily support PRS

Organisational Features	Examples and explanation
Blaming the individual	If something goes wrong, someone must be to blame and so the solution is to remove the individual who challenges or questions the organisation's functioning. Supervision in this context may be seen as the means to 'fix' someone. It is only used for those who are inadequate in their work.
Being high on task orientation and low on personal relatedness	The culture is rules based, problem centred, and risk focused and so the supervision is used as a management tool and supervision itself is governed by checklists and a strict adherence to set procedures.
Politicised, highly competitive, 'watch your back' climate	Organisations are often hierarchical. Mistakes are covered up and people tend to be self-protectionist. Supervision can be conspiratorial, with a lack of trust and glossing over difficulties.
Reactive, rather than proactive	A lack of resources means it can be difficult for staff to have uninterrupted time to meet as they are always responding to crises. There isn't time to plan and reflect. Even if supervision is established, it is likely to get cancelled or done in a rush.
'Addictive' organisations	Key individuals may be workaholics or have an addiction to substances or alcohol. Denial in the organisation is high and dishonest or abusive patterns of behaviour are rationalised. Stress management interventions and staff engagement is used as a subtle means of maintaining control. Mission statements may provide a short term 'gloss' over the top of organisational difficulties.

(Adapted from Hawkins & McMahon, 2020)

Supervision is costly both financially and of time (Lawrence, 2020). Senior managers may not take the process seriously, or may not value the investment (Lawrence, 2020). Even where it is provided by others from outside the organisation/school, this may have "…little influence over internal organisational practice and culture." (Lawrence, 2020, p. 19). Unless supervision as a practice is embedded within the culture, and supported by senior managers, it is likely to have little value within the organisation and be unlikely to be sustained over time (Hawkins & McMahon, 2020).

2.3.7   Group supervision

Much of what is referred to in the literature relates to a model of supervision where the supervisee engages on a one-to-one basis with the supervisor, and this was the case throughout most of the 20th century (Davy, 2002). However, there are many models of peer supervision that have developed over the past few decades, where

practitioners at the same level support each other through case discussion or sharing practice (Helen and Douglas House, 2014; Nelson, 2014; Hawkins & McMahon, 2020). There are also models of group supervision, where a skilled supervisor supports a group of individuals, often peers or practitioners working in the same setting or within the same discipline (Soni, 2013; Osborne & Burton, 2014; Hulusi & Maggs, 2015; Soni, 2015; Hanley, 2017; Costa, 2023).

While these models are different in nature to the traditional one-to-one supervision, the same common themes can be seen within them (Salinsky, 2003; Hulusi & Maggs, 2015; Hanley, 2017; Hawkins & McMahon, 2020). Joint exploration of the issues from a case study can be facilitated by the supervisor who also needs to attend to the relational issues that may become apparent within the group during the session. The role of the supervisor in these sessions is therefore to take up a "...listening position on the boundary between conscious and unconscious meaning and work simultaneously with problems at both levels." (Halton, 1994, p. 12).

There has been support for group supervision, demonstrating benefits to children and young people (Soni, 2013; Osborne & Burton, 2014; Soni, 2015). When Emotional Literacy Support Assistants (ELSA) received group supervision from EPs, Osborne and Burton (2014) found that the ELSAs' confidence in their own skill set grew through the process. They were then able to try out the ideas and support strategies discussed in supervision, reporting better outcomes for the children as a result.

More inclusive classroom practices and greater levels of collegiate support across the school have also been found to develop to a greater degree as a result of group supervision for teachers (Alila et al., 2016).

Child protection leads within education often deal with emotionally laden information. They can also be supported to share their concerns and intrusive thoughts and be helped to reflect and understand that they are not alone in struggling with these issues (Hanley, 2017).

One-to-one supervision is time consuming for the supervisor and can put pressure on the individual supervisee and so peer or group supervision can be more economical and can support those staff who may benefit from the conversation and modelling of others. However, group supervision is not without its challenges. Group supervision relies on all participants contributing to case presentation and discussion and individuals can 'hide' in a group and avoid the individual challenge that may be presented in the one-to-one situation. It can be difficult to set and maintain boundaries of confidentiality and trust, that makes a group a safe space to share practice and emotions. It can also just be difficult to find a time that suits all potential participants (Hanley, 2017).

Care does therefore need to be taken when setting up any supervision process, to ensure that the most appropriate model is used for the right staff and that decisions on the model are based on the needs of the staff and the organisation, rather than resource availability. Decisions about where and how practitioners spend their time is not cost neutral but building in time for reflection and discussion has been recognised as a key practice for teachers in Scottish schools (GTCS, 2021). A model that offers the opportunity for informal collegiate time and for both individual and group supervision may therefore be the most appropriate (Steel, 2001).

2.3.8   The use of technology

In general, supervision is reported to be most used face-to-face, with this approach being seen as the best way to build and maintain relationships. Working with topics that will at times be quite emotionally charged, it is easy to see why a personal approach would be preferred. However, in some situations, it may be easier for supervision to be provided on-line or by telephone and there are many examples where the supervision alliance has been shown to remain strong, with no difference in the effectiveness in comparison to face to face sessions (Sorlie et al., 1999; Reese et al., 2009; Woo et al., 2020; Varela, et al., 2021).

In the past, on-line supervision has been most used where significant distances would mean that excessive amounts of time and/or cost would be required to meet in person

(Varela et al., 2021). Often the person receiving the supervision knows the supervisor and so their relationship can enable the sessions to be effective. However, over the last few years, as the world has been managing through a global pandemic, many services that were never delivered through virtual means, have had to make this transition. This has applied equally to supervision (Tarlow et al., 2020). With a wider use of on-line supervision, has come a greater flexibility in who can provide support and also when and where it can be provided.

This greater accessibility should be welcomed, but also needs to be supported and kept safe through clear protocols and guidance (Stiff, 2020), which had to be created quickly by various regulatory and professional bodies at the start of the pandemic (BPS, 2020; BACP, 2022). These included responding to several ethical considerations for both the supervisor and supervisee when working on-line (Rousmaniere, 2014; Cromarty et al., 2020; BACP, 2022) with both needing a range of skills to ensure that this method of supervisory practice runs smoothly (Simpson et al., 2020).

2.3.9 The impact on clients

There are many studies looking at the beneficial impacts of supervision on supervisees (Cheon et al., 2009; Mor Barak et al., 2009; Johnston & Milne, 2012; Rothwell et al., 2019). Although supervisees often report satisfaction with the process, this does not equate to effectiveness and does not automatically translate into new learning or the development and practice of new skills, which is one of the aims of supervision.

There are far fewer studies on the impact supervision has on clients (Kühne et al., 2019). In a systematic review of supervision in published studies between 1996 and 2017, Kühne and colleagues found only 19 publications relating to 15 papers that met their threshold as studies with the level of fidelity they set in their definition (Kühne et al., 2019). Of these, almost half relied exclusively on self-report and many did not state clear patient/client benefits. There is therefore some evidence of the impact of supervision on clients, but this area of research is limited:

Good supervision does not take place in isolation and will always thrive in healthy settings where the focus is always on the needs of the students.

(Sturt & Rowe, 2018, p. 105)

Supervision isn't just what happens during a session. It is more than that. It encompasses what happens in between sessions and the small changes that happen over time (Page & Wosket, 2001). This cyclical aspect of supervision is important to consider, because for supervision to be successful, the impact it makes to practice is just as important as evaluating the views of those involved.

2.3.10 Potential disadvantages of supervision

While the literature supporting PRS as a practice is strong, there are of course issues that need to be considered and potential disadvantages when it is not supportive of practitioners.

Time needs to be set aside by both the supervisor and supervisee and a commitment to meet and engage in the process is essential. It can be both time and resource intense and this needs to be considered in terms of the potential benefits to reconcile the time taken from other responsibilities.

Ideally, supervision would not take place within a hierarchical structure, but by virtue of the fact that the supervisor often has psychological knowledge and skill that the supervisee may not have, there is an implicit knowledge/power imbalance. Indeed, where the supervisee feels that they have more knowledge or skill than the supervisor, the supervision itself may not feel 'legitimate' (Bradley & Gould, 2002).

The supervisor may feel superior in knowledge and enjoy the 'power' that they have in supervision and the positive feedback they may receive from the supervisee. However, if the teaching/advice giving element of supervision starts to take over the sessions, it ceases to be supervision (Murdin & Clarkson, 1998).

Trust in the supervisor/supervisee relationship is central to the success of supervision and this can easily be eroded through ineffective or unskilled supervision, where either party may feel judged by the other. Such relationships may be impossible to repair (Alonso, 2000). It is difficult for someone who is experienced and skilful, to share their mistakes and vulnerabilities. If the supervisee is too prone to shame, with poor self-esteem or the supervisor harsh or judgemental in their interactions, the exposure will be too painful and so will be avoided by both (Alonso, 2000).

The supervisee is often required to share their vulnerabilities and concerns with the supervisor and may feel the need to guard themselves against some perceived threat, reducing their ability to be open and honest (Kadushin, 1968). When they feel threatened and vulnerable, Kadushin (1968) cites four 'games', summarised in the table below, that they may play to distract or avoid the uncomfortable feelings this creates:

Table 8

Games played by supervisees

	Types of 'games'/tactics	Examples
1	Reduce the demands on the supervisee	Using flattery to stop the supervisor asking difficult questions
2	Redefining the relationship	Exposing personal failings rather than under-developed skills
3	Reducing power disparity	Supervisee highlighting their own knowledge to try and undermine the supervisor and their power
4	Control the situation	Preparing questions to direct supervision away from performance. Seeking reassurance by reporting poor progress while blaming others for failure. Selectively sharing information to look good in front of the supervisor

These responses are recognised as a means of protecting self-esteem and causes resistance in supervision that is considered to be quite common (Bradley & Gould, 2002). However good supervision, delivered by trained supervisors, using clear and compassionate communication can overcome much individual resistance. Openly

discussing any conflict that arises, identifying the source of the anxiety and refusing to 'play the games' identified above by Kadushin, is an essential part of the supervisory process, leading to growth and development (Alonso, 2000).

2.3.11 Summary

There are many different disciplines who use supervision to support professional development and the positive wellbeing of staff. This can be done individually or in groups and more recently, has involved the use of technology.

There is still confusion and variability in the use and meaning of the term 'supervision'. Some have tried to create a definition that can provide more consistency in meaning and indeed there are several core functions that seem to be generally accepted across those working in this field of practice.

For the purposes of the research reported in this thesis, a definition of 'Professional Reflective Supervision' is provided in 2.3.2 as a framework that draws on the common features across other models and is proposed as one that best fits the context of HT supervision.

Section 2.4 considers the research already undertaken in schools and considers the potential benefits of delivering supervision specifically within the context of education. Learning lessons from what has already been achieved then provides a context to the research undertaken that is detailed in the following chapters.

2.4　The Case for Supervision in Education

2.4.1　Supervision in schools

Before the outbreak of COVID-19, protected time for reflection and support had been identified as a need from teacher unions and others (Ravalier & Walsh, 2017; Lawrence, 2020; Bainbridge et al., 2022). These reports highlighted the need for teachers to share some of the stresses and anxieties they experience within a safe and confidential space. Over the course of the last three years however, the need for this type of support has been further highlighted, citing the increasing demands on school senior managers due to the impact and effects of the global pandemic (Educational Institute of Scotland, 2020b; Kim & Asbury, 2020; Educational Institute of Scotland, 2021; Conner et al., 2022).

Traditional supervisory models of management do exist within education, but generally these are rooted in a culture of support for teachers in training or external inspection (Weiss & Weiss, 2001; West Burns & Badiali, 2015; Ngwenya, 2020). Although there has been a move towards a model of collegiality and teacher autonomy through the years (Ngwenya, 2020), the culture and climate within education has not yet enabled the systematic provision of space for regular PRS for teachers (Lawrence, 2020). The research and literature surrounding the concept of 'supervision' is not helpful in this respect either as it is fraught with confusion and complexity (Kühne et al., 2019). As outlined in section 2.3, there are many and varied definitions for the term itself and it is therefore perhaps not surprising that outwith the psychological or therapeutic professions, there remains an emphasis on the literal meaning of the word 'supervision', to oversee and check the work of another person, and thus the negative connotations associated with this term remain. It is understandable then that this may be a hurdle to overcome within the sphere of education for those who are experienced or considered competent in their role, even when the term is used in other professional teams to convey a process for support and growth.

As potential support for the view that teachers require this reflective space, an open consultation with education staff across the UK was undertaken in 2019 by the third sector organisation, Barnardos. The subsequent report advocated supervision for HTs and others in education as a means of supporting their wellbeing and containing their anxieties (Lawrence, 2020). However, this survey did not provide robust data regarding the need for supervision for any specific group of staff as it was open to a range of individuals working in the field of education. Of the 402 respondents, there was significant variation in experience and roles. Never-the-less the need was clearly stated and in 2022, Barnardos was funded by the Scottish Government to offer supervision to interested teachers across Scotland (Barnardos, 2022). In the absence of any specific framework created for use within education, the choice of model for this process was one most used within social work (Morrison, 2005).

One of the aims of the research discussed in this thesis was to consider, with HTs, if indeed they believed that they would benefit from the provision of regular supervision and if so, which model of supervision might best suit their needs. This feedback could then inform the creation of a framework that would be more bespoke to the teaching profession.

2.4.2 The general benefits of supervision

From the research reported previously in this chapter, supervision can be considered a professional conversation that provides a framework for personal support, professional development, and reflection, offering formative, normative and restorative opportunities (Inskipp & Proctor, 1993). It can lead to a greater level of emotional containment in the individual, greater confidence and competence in practice and ultimately better outcomes for the 'clients' (Hawkins & Shohet, 2006; Hawkins & McMahon, 2020; Bainbridge et al., 2022). Supervision for staff involved in working with adults or children can help them to reflect on their practice (Kennedy et al., 2018; Kennedy & Laverick, 2019; Sturt & Rothwell, 2019; Williams, 2022). It can help them develop a greater level of knowledge and skill (Mor Barak et al., 2009; Alila et al., 2016; Kennedy & Laverick, 2019). It can also help with self-control and self-efficacy (Steel, 2001; Johnston & Milne, 2012), which

in turn has been found to support their sense of job satisfaction (Carpenter et al., 2012). Support for social and emotional wellbeing is also a key aim of supervision and for teachers, this in turn can support better outcomes for children and young people (Glazzard & Rose, 2019).

2.4.3 A case for supervision in schools

So, could supervision be of benefit to school staff? The research evidence would seem to suggest that this may be the case, as supervision may have the potential to impact positively on teacher self-efficacy (Weiss & Weiss, 2001; Hulme & Wood, 2022). Self-efficacy is defined as the "…judgement of their capabilities to organise and execute causes of action required to attain designated types of performance." (Bandura, 1986, p. 391) and is a significant factor in considering support for the teaching profession, given its buffering effect on stress as highlighted earlier in this chapter in section 2.2.3.

In some cases where supervision has been established in schools, it has been associated with greater levels of inclusive practice (Jackson, 2002; Alila et al., 2016) and for newly qualified teachers, there is evidence that time to reflect on practice and direct support from a skilled mentor helps them enhance their practice and self-confidence (Hulme & Wood, 2022). The provision of good supervision has also been associated with job satisfaction, commitment to the organisation and staff retention (Carpenter et al., 2012; Chiller & Crisp, 2012). An important issue to address, which may be even more pertinent now than in the past (Adams, 2023).

In the 1990s Professor Margaret Clark confidently reported that, "The drop-out rate from training is low and the retention rate in the profession is high" (Clark & Munn, 1997, p. 83). 30 years later however we see that the numbers of newly qualified teachers leaving the profession year on year has been increasing (The Newsroom, 2019; Hepburn, 2019, Adams, 2023) and in part this seems to be associated with work-related stress (Weiss, 1999; NASUWT, n.d.) but also the lack of opportunities for learning from others or time to reflect on and plan for future developments (Lynch et al., 2016).

The Department for Education in England official data shows that a third of teachers leave the profession within five years of qualifying and only 60% of teachers are still in the profession after 10 years (Foster, 2018). This attrition rate in turn puts additional pressure on those remaining staff, who find the direct impact of recruitment and retention difficult to manage (Sturt & Rowe, 2018; Carroll et al., 2020).

The key link here is that emotional exhaustion in teachers is predicated by high workloads (Foster, 2018), low self-efficacy (Evers et al., 2002; Saricam & Sakiz, 2014) and stressful working conditions (Jerrim et al., 2020). Burnout (Maslach et al., 1996, Brouwers & Tomic, 2000) among teachers is a predictor of low job satisfaction and their intention to leave the profession (Skaalvik, 2020). So, if we are to support teachers in their role, we need to break this cycle.

In a study by Skaalvik (2020), motivation to leave the profession was impacted by self-efficacy, but importantly it was also mediated by engagement and exhaustion. Skaalvik found that even where self-efficacy was low, if teachers were engaged meaningfully with others, they were much less likely to leave the profession. However, exhausted staff who also experienced low self-efficacy, often left teaching. So, supporting teachers through engagement and reducing their emotional exhaustion, while also addressing their self-efficacy through skill development and feedback may have beneficial effects.

Where supervision is provided in schools, it can support this process (Reid & Soan, 2019). It can contain and reduce the emotional load on school staff and support their growth and development and consequently enhance their skills in working with children and young people (Callicott & Leadbetter, 2013).

Supervision has also been shown to develop resilience and help senior teachers manage stress (Reid & Soan, 2019), with a greater competence in finding solutions and protected time for strategic thinking being perceived as bringing benefits to the

individual and also the children and young people within the school (Jackson, 2002; Bainbridge et al., 2022):

> ...supervision can be an essential part of establishing and maintaining this culture of safe practice, which will safeguard both children and staff.
>
> (Sturt & Rowe, 2018, p. 9)

The direct impact for the individual member of staff may be on their self-efficacy, stress reduction, wellbeing or skill, but the growing evidence links this to the outcomes for pupils as noted in section 2.2.

2.4.4 Current available supports

There are of course various supports already offered to school staff that have a variety of functions and so teachers, support staff, and managers could be forgiven if they are confused as to what supervision might add to what is already in place. In all local authorities there are systems that check the performance and practice of the individual; that support them through mentoring in the early stages of training; that provide ongoing opportunities for professional development; and if an individual is struggling emotionally, there are services they can be signposted to. There are also often opportunities for reflecting on practice through the provision of consultation and coaching.

So, what would supervision add and where does it fit in the range of support strategies already available?

To start with, it is of note that these supports are also available in other professions and yet supervision is additionally recommended as a means of developing practice, supporting the practitioner, working to achieve better outcomes for the client and supporting the professional development of the organisation.

While there is crossover in the available supports, they differ in several important aspects. Coaching for example is now a regular feature within education, with school

staff involved in coaching conversations either between themselves, as a line management requirement (GTCS, 2021) or within the context of professional support to develop skills and understanding. They are required to "...establish, enable and sustain coaching and mentoring principals and approaches which support professional learning including the PRD process." (GTCS, 2021). Coaching can provide a space for reflection and can be an investment in individual leadership development and resilience when supported by a skilled and experienced coach (Lofthouse & Whiteside, 2020).

However, in coaching, the focus is on the development of the adult within the workplace. It assumes capacity and a willingness to work towards an identified goal and so it primarily supports those who are emotionally able to set goals.

Supervision on the other hand can also benefit those struggling with their emotional containment and who may not feel competent or positive about the future. It can enable discussion about the intrusion of personal issues and the impact of negative thoughts and emotions from more personal situations, without the requirement to focus on change or to set goals for the future.

Consultation is another support which is a regular feature in schools. It is provided to school staff by specialists such as psychologists or social workers. It is generally focused on a specific issue or a specific child/young person and very much follows the expert model of someone with more knowledge imparting this to someone less knowledgeable, who needs the information to manage a specific situation (Nolan & Moreland, 2014). While the needs of the member of staff may be considered, this will be in relation to changes required in their knowledge, practice or attitude to better meet the needs of the pupil.

However, supervision enables the individual or group to also think systemically and psychologically about where their feelings come from, what may lie behind the behaviours of others, what might be the emotional impact from what others carry etc.

It considers the relational aspects of professional life and helps process the emotional impact of the role.

PRS is not therapy or counselling, and neither is it a teaching session or line management. It is generally led by experience and the needs of the supervisee rather than being expert led by the supervisor. With the complex social and emotional situations HTs are expected to manage in schools, it is argued that they do need to understand how to engage in a system where they have little control over the component parts (Fox, 2009; Hanley, 2017).

The proposal in the Barnardos Scotland published report on *The Use of Professional or Reflective Supervision in Education* (Lawrence, 2020), was predicated on the assumed isolation of HTs in their role and the need to have a safe space to take their worries to a skilled and objective individual, who could provide support and contain their concerns. 95% of respondents supported the idea that supervision should become a core component of educational practice, citing two main themes:

1. Support for staff wellbeing, reducing stress, vulnerability and providing emotional support, and
2. The positive difference it could make to enhancing professional practice and getting better outcomes for pupils by allowing time and space for staff to process and reflect.

Of the 402 total respondents to the original survey, only 90 had received supervision within their role, 44% of those stating that this was from a member of the senior leadership team. However, there are inherent difficulties where HTs as line managers provide 'supervision' to teaching staff.

In school systems HTs may consider they provide teacher supervision, which is focused on "ongoing support, teacher improvement and teacher professional growth." (Mette et al., 2017, p. 710). But, they also provide the summative evaluation of the professional skill and effectiveness of the teacher, which requires a more managerial and quality assurance focus (Glickman et al., 2004). In many situations where HTs

provide both, supervision and evaluation can be confused and merge together, thus creating a climate where staff feel the latter has become the dominant focus, with busy HTs not seeing the value of spending time on the reflective element (Mette et al., 2017).

Just over half of those teacher in the Barnardos research who indicated that they had received PRS, provided some qualitative feedback about their experience, stating that:

> …it restored their ability to think clearly; it enabled them to express themselves; it encouraged constructive reflection; and it allowed for praise as well as challenge. They said it prevented them from taking secondary trauma and stress home; it prevented burnout, vicarious trauma and sickness; and it helped them understand how their clients' issues, actions and behaviours were impacting on them and vice versa.
>
> (Lawrence, 2020, p. 17)

However, stress in teaching is not a new phenomenon (MacBeath et al., 2012) and the calls for a safe, reflective space have been made for some time. Two decades ago, Steel (2001) called for supervision to be a feature of the education system and for teachers to be afforded this support. Within the culture of education, perhaps the need for supervision still equates to a lack of competence, while other services position it alongside self-care and professional development (Steel, 2001). There seems therefore to still be a stigma associated with requesting coaching or supervision within the context of education (Lofthouse & Whiteside, 2020), which means that "...teachers are largely alone in not receiving a boundaried space in order to reflect on their professional practice." (Hulusi & Maggs, 2015, p. 30).

2.4.5 The impact of COVID-19

From early 2020, schools were significantly impacted by the global pandemic. Teachers were impacted both personally and professionally by constant change and the responsibility to keep pupils safe. Initially working from home, some found delivering on-line lessons difficult (Kim & Asbury, 2020). But then they were asked

to be in school while social contacts in other walks of life were limited, and to supress or reduce the transmission of the COVID-19 virus (Connor et al., 2022). These demands significantly added to the workload and stress of individuals working across education (Connor et al., 2022), but mostly impacted teachers and HTs in schools (Walker et al., 2020).

Due to this shared experience however, it may now be that the spotlight is shining more acutely on the wellbeing of school staff and the need for reflection and emotional support. One of the 12 recommendations from Hargreaves in supporting teachers through the pandemic identified the need to:

> Provide all school leaders and system leaders with confidential executive coaching support from outside their own systems, to help improve their own judgment and capacities by managing their own stress, health, and well-being at times of crisis and disruption.
>
> (Hargreaves, 2021, p. 1854)

This chimes well with statements made by other professional groups working with more overtly emotionally vulnerable groups e.g., in our Children's Hospices:

> For us to be able to provide compassionate, person-centred care in an increasingly complex world, we need to care for ourselves. We need to engage in a parallel process that gives us experience of person-centred support and development.
>
> (Helen and Douglas House, 2014, p. 7)

Hulusi and Maggs (2015) make the link between supervision providing a containment for teacher stress and the positive support they are therefore able to provide in turn, to pupils. With the recent experience of COVID-19 and the more open discussion and acceptance of the need to support all teaching staff directly, maybe the time is now right to seriously explore supervision as a more permanent

personal and professional support within education (Reid & Soan, 2019; Lawrence, 2020).

2.4.6 A specific framework for education

Many studies in supervision understandably draw from the experiences of therapists or clinicians (James et al., 2006), rather than those working in education. There is however a growing research base of evidence from supervision that has been provided to education staff by EPs (Callicott & Leadbetter, 2013; Kennedy et al., 2018) or Special Educational Needs Coordinators (Carroll et al., 2020). Supervision is seen in some professional groups as an extension to the therapeutic working alliance (Bordin, 1983), while some feel that it is linked too closely with therapy, with the clinical perspective being unhelpful as a basis for supervision (Simon et al., 2014).

There is only limited evidence of a bespoke supervision model created by staff within education and therefore limited evidence of a tried and tested theoretical model of supervision within this context (Kennedy et al., 2018). The usual definitions associated with supervision as explored in the previous section do not provide a clear model specific to education. Models and frameworks, tools, processes, and approaches are generally borrowed from other professions and contexts and although some of these theoretical underpinnings are obviously useful, they have not been created with the unique context of education or schools in mind. Where there are studies involving teachers and HTs, the model adopted is generally one borrowed from a clinical setting (Hulusi & Maggs, 2015), with a few exceptions (Simon et al., 2014; Kennedy et al., 2018). The role of the headteacher and the context of the school are very different to that of a counsellor, supporting just one client, or to that of a social worker with a specific focus on one family. These models in themselves are therefore not sufficient when considering support within schools.

2.4.7 Readiness for supervision

Within schools, we need to encourage practitioners to engage in a process of reflexivity and reflection on practice (Edwards & Thomas, 2010; Dhaliwal, 2015). Reflective practice is a defining characteristic of professional practice (Schon, 1983), and is identified as a core standard for teachers (GTCS, 2021). This could be considered a fundamental requirement to the ability to engage in supervision (Hawkins & McMahon, 2020).

Supervision will only be able to flourish in organisations that have an embedded learning and development culture and are able to move away from blame, competition, presenteeism and other forms of dysfunction:

> ...for its potential to be realised more widely, a dominant surveillance and blame culture needs to be addressed and it is essential that school staff, including school leaders, understand the purpose and recognise the benefits of professional supervision and are involved in developing structures that meet their context specific needs.
>
> (Hawkins & McMahon, 2020, p. 259)

For supervision to be valued and embedded within education, there would therefore have to be a follow through from statements about staff wellbeing and support to a fundamental change in the drivers and behaviours on the ground. This means being explicit about the long-term offer of supervision or other safe, reflective spaces.

There are just over two thousand HTs in Scotland (Scottish Government, 2022) and the limited availability of skilled supervisors would make it difficult to provide supervision to all. Of course, not all practitioners or systems are 'ready' for supervision or could engage positively with it and so there will be some natural limits on the uptake of PRS, should it be offered.

There are several helpful documents and books that can support an organisation, school or team to check their readiness for supervision and to put things in place to

ensure a positive outcome (Helen and Douglas House, 2014; Sturt & Rowe, 2018; Carroll et al., 2020; Hawkins & McMahon, 2020). These are generally predicated on a model of implementation that considers readiness from an organisational perspective, as well as the training and support of individual practitioners and the leadership of supervision as a new initiative within the system (Fixsen et al., 2005).

To help tease out the concept of readiness, there are seven capacities suggested by Hawkins and McMahon (2020) that are required within the supervisory process, that may not be fully developed in all teaching staff, or indeed in those who might consider providing supervision to others (see Table 9 below). It may be necessary to develop these competencies before supervision can be fully utilised by practitioners. This could serve the dual purpose of meeting the criteria for prior development or readiness and managing what would inevitably be a limited resource:

Table 9

Skills required to make best use of supervision

		Skills required to be able to make best use of Supervision (For both supervisor and supervisee)		
	Theme	Description
1	Learning and unlearning	There needs to be challenge in learning, but it also some 'habits' may need to be unlearned. 70:10:20 split to how professional skills are acquired - 70% learning on the job, 10% from training and 20% from coaching or supervision to help connect theory with the experience from practice.
2	Reflecting	Creating space to reflect on actions enable you to better think on your feet in daily practice.
3	Embodying Learning	We need to constantly be learning and investing in our own professional development, so we don't just practice old and bad habits from the past.
4	Relating	The power of the relationship with an individual often has a greater weight than the level of skill you have acquired. The ability to engage 'at depth' and to tolerate the distress of the other person is critical.
5	Collaborating	New opportunities are created and opened through the collaboration of the knowledge and practice of the supervisee and the skill and objectivity of the supervisor.
6	Sustaining Resilience	Through containing the emotion and worry, to reduce the likelihood of burnout and maintain optimism and hope for the supervisee.
7	Understanding one's Deeper Motivation	Need to acknowledge and be aware of our motivations, attitudes and values that have brought us to the professional roles we have and the possible biases and blind spots we may have.

(Adapted from Hawkins & McMahon, 2020, p. 79-84)

2.4.8   Required skills and knowledge of a supervisor

It is generally considered that while the supervisor does not act as an expert within the supervisory process, they do need to have skill in supporting and guiding the

process itself (Worthington, 1987; James et al., 2006; Kennedy et al., 2018; Carroll et al., 2020). Many of these skills are based on psychological theories of human development, threat responses, stress reactions etc. and so may be more familiar to psychologists or similarly skilled professionals, rather than teachers or HT colleagues, or education officers and line managers within a school or education service. There is also some evidence that the recipients of supervision should have a good understanding of, not just the process, but the theoretical perspectives that underpin the processes and to value the process themselves:

> So, if I as a supervisor am skilled, that depends to some extent on my student's participation in making me skilful and on my own part in increasing his or her level of clinical competence.
>
> (Alonso, 2000, p. 55)

The process of supervision requires the supervisor to be able to create a secure attachment base (Heard & Lake, 2009; Holmes, 2014). Understanding attachment theory (Bowlby, 1988) and how attachment avoidance and attachment anxiety often influence how we interact, has therefore been seen by some as critical in the supervisory process (Watkins & Riggs, 2012). Both supervisor and supervisee will have attachment responses of course. Where the attachment response has been activated and the supervisee becomes avoidant, those are the very times the supervisor must explore and support reflection and to do this in a way that provides an empathic understanding of the supervisees position (Dean, 1984). The supervisor needs to be able to understand how adults behave when they are anxious and therefore to make sense of what the supervisee is bringing to the session and why (Mikulincer & Shaver, 2016).

A supervision process based on solution-oriented approaches (de Jong & Berg, 2013; Thomas, 2013) and self-determination theory (Deci & Ryan, 2012) can help the supervisee extend their current knowledge base and competence through skilful questioning and being able to sit with that uncomfortable feeling of 'not knowing' (Page & Wosket, 2001). These are most likely to be skills that are commonly used by

professionals that help and support others on a regular basis and not regularly practiced by others (Stark & Bruhn, 2014).

To be a good supervisor therefore requires:

> ...a meaningful degree of self-awareness and insight into their own internal process and patterns of interpersonal relating. A capacity to attend to and appropriately contain the dynamic inherent in reflective relating - both above and below the surface…The application of psychodynamic and attachment theory to the supervisory relationship…

(Kennedy et al., 2018, p. 294)

2.4.9 The role of Educational Psychologists (EPs) in supervision

It is argued that EPs, through their training and experience, should have the knowledge and skills identified above to be able to provide supervision to others (Nolan, 1999; Farrell et al., 2006; Kennedy & Laverick, 2019). The British Psychological Society (BPS) have provided guidance on how supervision might be undertaken both within the profession and by the profession (BPS, 1993; Dunsmuir & Leadbetter, 2010; BPS, 2017), and there is growing evidence and examples of EPs providing supervision to support many colleagues within education (Callicott & Leadbetter, 2013; Kennedy et al 2018; Kennedy & Laverick, 2019).

EPs are certainly in a good position to provide supervision within education services, as they are already a regular presence in schools, building positive relationships with school staff (Callicott & Leadbetter, 2013). In a survey undertaken in England in 2016, school staff reported that EPs were the key providers of mental health support, providing 81% of the specialist mental health support (Sharpe et al., 2016) and therapeutic work can be part of their role (Hoyne & Cunningham, 2019). They regularly engage in consultation with school staff, more so than other applied psychologists (Newman et al., 2017). They employ strong interpersonal styles of working that are required for consultation and support, with psychodynamic

psychology being evident in their practice (Nolan & Moreland, 2014. They are considered to:

> …employ highly sensitised consultation skills, often in times of perceived crisis or helplessness…positioning the EP as the highly skilled humanistic driver of cognitive and behavioural change.
>
> (Zafeiriou & Gulliford, 2020, p. 13)

However, a study of EPs across the UK in 2019 showed that many do not receive regular supervision themselves and those who do, often receive this from their line manager. In relation to Principal EPs, it is even more likely that their regular supervision from a line manager will be more administrative in nature, rather than reflective (Atkinson & Posada, 2019). It may be difficult to deliver PRS if this is not modelled for EPs within their own workplaces.

The BPS Professional Practice Guidance considers supervision to be "…having the space where it is possible to open up thinking to the mind of another with a view to extending knowledge about the self." (BPS, 2017, p. 12). Any place where there is an underlying agenda cannot provide a safe space to be open and completely honest and so one of the key components of reflective supervision cannot be met within a line management context. What is sometimes referred to as 'supervision' within EP teams, may in fact be a mix of line management and reflecting on some of the work being undertaken or tasks completed, rather than PRS. If the role models for EPs are confused, over the years, this could have added to the confusion about the nature of supervision for others (Bainbridge et al., 2022).

Many EPs might also think they are providing supervision, when in fact they are providing consultation or coaching (Callicott & Leadbetter, 2013), which in themselves are beneficial. However, there is a need to be clear about the differences in supports provided and the potential role confusion caused by an EP providing general support and case work to a school as well as supervision for staff (Worthington, 1987).

However, EPs have both the psychological skills to provide supervision and the knowledge of the educational context from their regular work in schools. There may be issues and a training need to address, but overall they are well positioned to engage with this role (Farrell et al, 2006; Nolan & Moreland, 2014).

2.4.10 Summary

Scotland has seen changes in culture, language and practice within the education system, policies and guidance as noted at the start of Chapter 2.

In support of a national culture change, there are some signs that these are beginning to shift, with more discussion relating to teacher wellbeing and the need to support this in ways that impact the relational aspects of teaching and the emotional load they carry in the work they do. The motivation to address these issues more explicitly has been explored in depth in section 2.2, but in essence this has been prompted by the need to retain and support staff, through managing stress, workload and enhancing their feelings of self-efficacy. In turn, this can improve the quality of teaching and practice within the classroom (Glazzard & Rose, 2019; Harding et al., 2019).

Culture is defined by Hawkins and McMahon (2020) as "…the different explicit and implicit motivations, beliefs, assumptions and values that influence the behaviour and ways of being of different groups." (p. 221). As outlined in section 2.3, the culture of the organisation will therefore dictate what is valued and what is not, sometimes creating a tension between what is 'espoused theory' and 'theory in action' (Argyris & Schon, 1978). Supervision works best in learning cultures that are conducive to reflection and support and where the time is given to bring to life what is written in policy documents and guidance (Hawkins & McMahon, 2020).

There are many descriptions and definitions of the term 'supervision', and several different models are used by professional groups. There are however common features reported by most that provide a core set of principles that seem to encapsulate the concept of supervision. Taking the benefits of several models within

a positive supervisory alliance between a skilled supervisor and a positive and open supervisee can create the framework for PRS, to support HTs in our schools.

The argument being made in this paper is that PRS can be a support for HTs and impact positively throughout the school, including the outcomes for children and young people. This is likely to be more impactful if the professional, local and national cultures embrace the value it can add and facilitate its use in schools.

The research outlined in Chapters 4-6 tests out some of the dominant themes from the current literature as reported in Chapter 2. This includes the exploration of the phenomena of supervision and wellbeing with a group of HTs in one Scottish LA, consideration of their current experiences and whether they felt there was a place for supervision to further support them in their roles. The research enabled HTs, who had limited knowledge of supervision, to experience this over a period of several months and to therefore inform decision making within the LA regarding the future offer of supervision for HTs, as detailed in Chapter 8.

CHAPTER 3

3.1   Overarching Conceptual Framework

3.1.1   Introduction

This section of the thesis provides the methodological approach taken in the research and the methods used in the three studies that make up the research as a whole. This first section considers some of the principal paradigms in educational and psychological research and the ontological and epistemological assumptions underpinning this research. These considerations have then been used to explain the methodological and design decisions for the study, as exemplified in the following chapters.

3.1.2   Researcher background and interest

As well as being the researcher in this study, I am a qualified and experienced EP who is used to undertaking action research as part of my role within a LA EP Service (Scottish Executive, 2002). A regular feature of the EP role within a LA team is discussion and consultation with HTs and senior managers in schools, supporting and containing the emotions and frustrations they experience (Callicott & Leadbetter, 2013).

My interest in this research topic has been longstanding, with a real curiosity in understanding why supervision has not been developed or accepted as a regular offer for HTs; whether the frameworks used in other professional groups are appropriate for use within education; and if a regular offer was made to HTs, would this be of benefit to them in supporting their wellbeing.

I completed an eight-day taught course in supervision, delivered by the Scottish Institute of Human Relations in 2013 and in my EP role, I have provided supervision to individual colleagues both within the EP Service and to those in other roles within schools and children's services. However, I have been aware that the model used has been imported from my role as an EP (Dunsmuir & Leadbetter, 2010).

3.1.3 **Quality assuring the research**

It was acknowledged from the outset that undertaking qualitative research with people can never truly be completely objective. By its nature the participants and researcher need to interact and so some level of quality assurance is required to be undertaken throughout the process (Guba, 1981; Lincoln & Guba, 1985; Tracy, 2010; Morse, 2015):

> Evaluators' concerns primarily arise from the intimate relationship between the researchers and their data: The unstructured processes of obtaining data within verbal interaction or observation, the interpretative nature of analysis, and the subjective nature of data itself are perceived as threats to validity.
>
> (Morse, 2015, p. 1213)

Several writers have attempted to provide criteria for ensuring high quality qualitative research, although there isn't complete agreement about what criteria should be included or whether all or only some of these criteria are required to validate the process (Tracy, 2010; Morse, 2015; Stahl & King, 2020).

Guba (1981) refers to four concepts that require to be considered in all "naturalistic inquiry". These are Credibility; Transferability; Dependability; and Confirmability (p. 80). To ensure each of these issues were addressed, they were accounted for in the design of the current research, the detail of which can be found as Appendix 30.

High quality qualitative research is marked by a "worthy topic" (Tracy, 2010, p.839), that has often emerged from disciplinary priorities at the time, because of certain circumstances. I would argue that taking place during the COVID-19 pandemic when concerns for HT wellbeing was growing and EP services were being asked to support where we could, was sufficient for this topic to be considered 'worthy'.

The research questions for the current study were developed out of a knowledge of the topic and a belief that supervision could be a positive support for HTs. Inevitably, this stance brought bias into the research. In addition, working within the LA in which the research took place, meant that I could not be completely independent in

the process. Being clear about this at the outset was important (Tracy, 2010) and to provide some balance, there was a reflexive process underpinning each stage, with time taken in my own supervision, to consider where any researcher biases, presumptions, and interpretations might be influencing the validity of the research. There were of course benefits in knowing the system and understanding the context in which the participants were working. However, as researcher, I had to adopt a research lens to identify and consider personal biases and undue influence I brought to the research, such as the choice of questions and participant selection, and to mitigate these biases as far as I was able. As an example, both the accuracy and analysis of the workshop transcriptions were independently checked against my own interpretations, to provide a further control within the research.

The University of Strathclyde ethical procedures were adhered to throughout this research. Approval from the School of Psychological Sciences and Health's ethics committee was sought and granted for each of the three studies that collectively make up the research as detailed in the following chapters.

3.1.4   Ontology and epistemology

The ontological stance taken in considering this area of study was constructivist (Keaton & Bodie, 2011). This approach "...asserts that social phenomena and their meanings are continually being accomplished by social actors." (Bryman, 2012, p. 710). Taking the theoretical perspective of constructivism supported a series of workshops to gather the views and experiences of HTs, to gain an understanding of the nature of their role and where any tensions and stresses were experienced. This required detailed participant discussion and the collation of the views, feelings, and meanings that they themselves associate with their experiences.

Neither of the main topics under investigation - supervision nor wellbeing - have definitive definitions, as exemplified in the discussion in Chapter 2. They are also experienced subjectively and can be shaped and described differently by individuals as a result (Tracy, 2010). For the same reasons, the main aspects of the research therefore required an epistemological stance that was interpretivist, as myself and

participants were creating a unique "...mutual meaning construction..." (Tracy & Robles, 2010, p. 180) as they described and interacted with each other.

The research design was also influenced by phenomenology as I wanted to gain a 'thick description' (Tracy, 2010) from the participants, of the impact of the various aspects of their roles on their individual wellbeing and practice. This meant that much of the interpretation of how they were impacted was left open to the participants themselves (Klopper, 2008).

3.1.5   Rationale

The principal rationale for this research, as highlighted previously, comes from the interest in supervision for HTs and the evidence that its provision in other professional groups is found to support the emotional wellbeing of those staff who engage with it (Inskipp & Proctor, 1993; Reid & Soan, 2019; Hawkins & McMahon, 2020). As a result, this correlates well with better outcomes for the service (Mor Barak et al., 2009) and the children they engage with (Alila et al., 2016).

It could not simply be assumed that supervision is a necessary support required by HTs (Davy, 2002), and although it has been recommended as a benefit within the literature (Osborne & Burton, 2014; Reid & Soan, 2019; Lawrence, 2020), it was important at the outset to clarify the role of the HT and the tensions and stresses that are associated with this role. This could then inform a needs analysis and identify whether there was indeed a gap in terms of the required supports, that could be addressed through the provision of supervision. This was the focus of the first part of the research (Study 1) and was an essential question to answer before proceeding with a more focused look at possible supervision models.
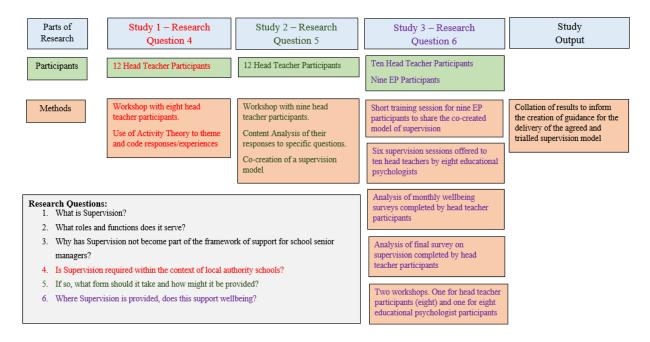
Should it be the case that the HT participants in Study 1 felt supervision could be supportive of them in their role, especially in supporting their wellbeing, the aim was then to consider what approach would best fit. This was the focus of the second part of the research (Study 2), in which a framework for supervision could be co-designed with participants. The framework designed in Study 2 could then be trialled, with

regular supervision sessions being offered to the HT participants by EPs already skilled at providing such supports.

The focus of the final part of the research (Study 3), was to consider whether the provision of regular supervision supported the wellbeing of HTs and whether this should be a support offered more widely within the LA. As an output from the overall research, the framework for supervision co-created and trialled by the HTs could then be summarised, along with guidance for the delivery of supervision, which would be informed by the discussions in Study 2 and Study 3. This was felt a useful addition to the research as it would provide an agreed framework and rationale for this support that could then be used by others within the LA or wider, in the future.

A summary of the overall research design is provided as Figure 6 below:

Figure 6

Summary of the overall research design

Parts of Research	Study 1 – Research Question 4	Study 2 – Research Question 5	Study 3 – Research Question 6	Study Output
Participants	12 Head Teacher Participants	12 Head Teacher Participants	Ten Head Teacher Participants Nine EP Participants	
Methods	Workshop with eight head teacher participants. Use of Activity Theory to theme and code responses/experiences	Workshop with nine head teacher participants. Content Analysis of their responses to specific questions. Co-creation of a supervision model	Short training session for nine EP participants to share the co-created model of supervision Six supervision sessions offered to ten head teachers by eight educational psychologists Analysis of monthly wellbeing surveys completed by head teacher participants Analysis of final survey on supervision completed by head teacher participants Two workshops. One for head teacher participants (eight) and one for eight educational psychologist participants	Collation of results to inform the creation of guidance for the delivery of the agreed and trialled supervision model

Research Questions:
1. What is Supervision?
2. What roles and functions does it serve?
3. Why has Supervision not become part of the framework of support for school senior managers?
4. Is Supervision required within the context of local authority schools?
5. If so, what form should it take and how might it be provided?
6. Where Supervision is provided, does this support wellbeing?

3.1.6 Methodological Considerations

Several theoretical approaches were suited to a social constructivist and interpretivist approach. These were considered as the basis for the qualitative aspects of the research undertaken as summarised in Table 10 below. There were benefits to each, in relation to the parameters of the research. On balance however a decision was made that Cultural Historical Activity Theory (CHAT) (Engeström, 2001) would be used. This approach would enable Developmental Work Research (DWR) (Sannino, 2011) to note changes over time and through a series of workshops using focus group methodology (Bryman, 2012) information and views could be gathered to shape each study in turn.

Table 10

Decision making table for methodological approach

General Parameters of Research			
Efficient of the time available – time limited to 9 months			
An approach rooted in social constructivism (Keaton & Bodie, 2011), where it is understood that language and culture determine how we perceive the world.			
Undertake discussions with to consider whether supervision is a support that they would welcome and if so, what form this might take.			
Effective in supporting participants to: • share their individual experiences on the role of HT and their wellbeing • collectively create a summary of the benefits and tensions within their role • reflect on the framework for a supervision model			
Approach	Aspects that fit well	Aspects that fit less well	Decision
Ethnographic (Anderson, 1989)	Each HT could tell their story and share their individual experiences. Provides a detailed narrative from the perspective of each participant.	Doesn't create a wider collective view of the various parts of the system. Researcher can't spend extended periods of time working alongside each HT to gather the detail that would be required.	Not suitable
Phenomenography (Marton, 1988)	Would provide information on participants' experiences and understanding of their role and the tensions and stresses this brings. Provides a means to analyse the phenomena under investigation and compare the different viewpoints (Dahlin, 2007).	Provides too specific a focus on either wellbeing or supervision but would not necessarily allow the wider view of general support structures to be considered within the timeframe available. Not open to the study being shaped by the participants as each part unfolds. Not just one clearly defined specific phenomenon to focus on.	Not suitable
Participatory Action Research (Kidd & Kral, 2005)	A clear focus within the study on intervention, change and collaboration between the researcher and the participants. Participants could collectively discuss the organisational context and establish the issues that need to be addressed to implement a process of supervision.	Participants are not engaged in undertaking the research themselves but remain the subjects of the research throughout. Time limited and so a structure is required to guide participant discussion on possible models of supervision.	Not suitable
Cultural Historical Activity Theory (Engstrom, 2001).	Allows consideration of the cultural aspects of the educational system and the nature of the role of the HT within that system. Can support workshops with participants, to discuss issues within the system, identify and make required changes over time. Can identify 'contradictions' in the system and possible solutions to these through collective discussion, challenge, and agreement (Warmington, 2011)	Time will only allow a few cycles of expansive learning and so the process may continue after the research period itself.	Suitable

3.1.7 Cultural Historical Activity Theory

CHAT is being used increasingly in educational research (Wilson, 2014; Gedera & Williams, 2016) as a means of exploring the collective social practices of groups within the system, analysing the complex nature of the actions and interactions that

take place between the various participants and considering what interventions may be required to change practices that will resolve tensions and contradictions:

> CHAT can provide researchers in teacher education with a methodological framework for analysing educational activity in practice, and for better understanding the different motives (often unacknowledged) that are brought to an activity by various participants.
>
> (Wilson, 2014, p. 20)

Within this methodology, the initial stages of the cycle of 'expansive learning' (Engeström & Sannino, 2010) can be used to provide a framework for participant discussion. These stages include the following:

1. Exploring current accepted practices and beliefs. Questioning, criticising, or rejecting some of this through group discussion of what they do.
2. Analyse the current situation through participant discussion to find out what has created or caused the system to develop as it has, why aspects of work are engaged in, to what end and to whose benefit.
3. Focus on the history of the key drivers creating the system. Consider systemic relationships and new ideas that may provide better solutions to problems.
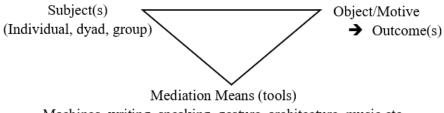
It is not the intention in this paper to provide an extensive summary of CHAT, usually known simply as Activity Theory (AT), however some underpinning principles are shared below to provide the context to choosing this model to support the research.

AT has its roots in the work of Lev Vygotsky (Vygotsky, 1978), who proposed a model often referred to as 'first generation' AT (see Figure 7 below). This model proposes that tools mediate between the subject - the person or group upon whom there is a focus, and the objects - the goals that people are trying to achieve in the system. The mediating tools comprise anything that the people within the 'Activity System' use to get the job done and achieve their goals. Vygotsky proposed that any action undertaken by a subject within the system resulted from a stimulus and was

impacted or mediated by another action or response. In addition, Sergei Rubinstein, also working with Vygotsky at this time, proposed that these interactions shape us as human beings and in turn, the way we interact also shapes them in a dialectic relationship (Bedny & Karwowski, 2004).

Figure 7

Model of the first-generation Activity Theory

Vygotsky's model enabled systems to be defined and the parameters of the system to be set. It gave cultural meaning to the tools employed by groups and individuals to achieve an outcome and explained why some groups behave in specific ways, influenced by the tools they used to achieve their end goals.
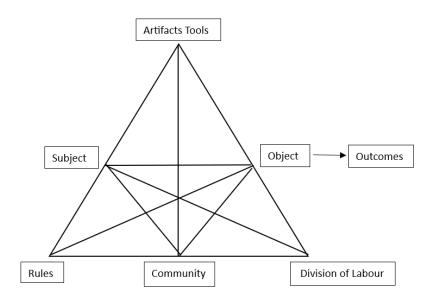
Indeed, Vygotsky's theory of Zones of Proximal Development (Vygotsky, 1978), are those places within the system over time that are close to or prone to change. These are not one offs or quick changes, but changes in the system that become embedded and accepted over time.

Even at this simple level, AT provides us with a model to analyse the system and to consider who is in it and what might be their role. However, this simplified model was then grown and developed by others, including Alexei Leont'ev (Bedny & Karwowski, 2004) and further refined by Yrgi Engeström, who felt that there were many more aspects to our social and cultural systems that needed to be accounted for and which have a significant impact on our actions (Engeström, 2001).

This 'second generation' model (see Figure 8 below), created by Vygotsky's successors (Bedny & Karwowski, 2004), identified other people in the system who directly influence our actions - the wider community with whom we interact and who shape our thinking. It also includes the rules and roles that bind and shape the actions of the subjects - how tasks are divided up, what the roles and responsibilities of individuals are, what the expectations are and what the processes and agreed procedures may be that shape people and lead them to behave in a particular way.

Figure 8

Model of the second-generation Activity Theory

(Engeström, 1987)

The points noted on Figure 8 above, are referred to as 'nodes' and these nodes provide the themes around which data from observations or discussions in research can be grouped and then analysed into sub-themes for further reporting.
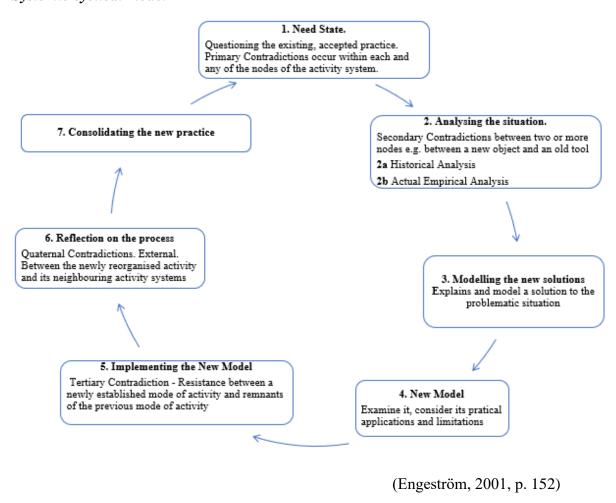
Table 11

Five principles for second-generation Activity Theory

1	The collective system focuses on achieving an objective using artifacts and tools. The repeated engagement in activities by the people within the system then creates the culture, which supports the continuation of the activities in a cycle.
2	The tools and artifacts themselves are however shaped by the culture, which in turn is shaped by the history, the experiences and the various points of view and roles that each member of the organisation brings to the system. Engeström terms this the 'division of labour'.
3	Activity systems take shape and get transformed over time, so change is constant, with local, national, and global history having an impact on the activity being studied.
4	Changes and developments within the system are created by the structural tensions and contradictions that emerge over time, with new technologies, ideas or events being adopted by one system from another. This can impact negatively on some activities or can lead to innovation and positive change.
5	These contradictions can be questions or views that challenge the established norms and over time can lead to a more collective approach to deliberately cause the change in the system through 'Expansive Learning'.

Table 11 above explains the five principles of AT that Engeström (2001) proposed to build on Vygotsky's basic model to support the 'second generation' model. Principle 5 mentions 'expansive learning' which Engeström describes as activity that "... produces culturally new patterns of activity. Expansive learning at work produces new forms of work activity." (Engeström, 2001, p. 139).

The model of expansive learning can be understood as a cycle within a system as expressed in Figure 9 below, with a felt need within a system, leading to the implementation and eventual embedding of change, where this change meets a defined need:
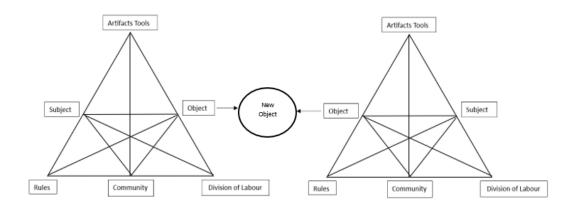
Figure 9

Systemic cyclical model

1. Need State.
Questioning the existing, accepted practice. Primary Contradictions occur within each and any of the nodes of the activity system.

2. Analysing the situation.
Secondary Contradictions between two or more nodes e.g. between a new object and an old tool
2a Historical Analysis
2b Actual Empirical Analysis

3. Modelling the new solutions
Explains and model a solution to the problematic situation

4. New Model
Examine it, consider its pratical applications and limitations

5. Implementing the New Model
Tertiary Contradiction - Resistance between a newly established mode of activity and remnants of the previous mode of activity

6. Reflection on the process
Quaternal Contradictions. External. Between the newly reorganised activity and its neighbouring activity systems

7. Consolidating the new practice

(Engeström, 2001, p. 152)

Engeström (1999) has provided a model of expansive thinking that creates a 'third generation' model, bringing together two systems that would interact with each other, with a common goal (see Figure 10 below). When these two systems interact, new thinking can happen, new procedures can be agreed, new communities emerge, and new rules are created. Within this model, thinking is much wider than would be the case within the first system because people in each system can expand what they would have learned individually, leading to a greater depth to discussion and thinking.

Figure 10

Model of the third generation Activity Theory

<div align="right">(Engeström, 1999)</div>

AT proposes that every activity we engage in relies on other influences that enable it and make it possible. We are only able to undertake specific actions because people, things and ideas all work together. This interdependency means that if you remove or change any of the parts of this process, there are consequences for all related aspects of the system. The interactions between the subjects in the system creates further interactions that will transform the subjects as well as the activity itself.

3.1.8 Linking AT to the current research

Each individual working in the educational system as a HT in a school, brings their own experiences from the past and present and has their own conscious and unconscious feelings, thoughts, values, and attitudes. As noted in Chapter 2, HT wellbeing is influenced by the broader organisational, societal and cultural context and so the methodological approach had to be linked with Systems Theory (Bertalanffy, 1967) because it needed to provide "…a view of individual behaviour that takes account of the context in which it occurs….the behaviour of one component of the system is seen as affecting and being affected by the behaviour of others." (Dowling, 1994, p. 3).

Considering the historical development of the education system as outlined in section 2.1 helps to understand the culture of education and schools. Historically, the culture was not conducive to supporting reflection and the development of supervision for HTs. However, more recent developments have created expansive learning within the system by bringing to the fore an unease about, and a need to address, the wellbeing of HTs. This has allowed supervision to now surface as a viable mechanism for support, acknowledging its potential positive impact on staff wellbeing:

> Expansive learning takes place because historically evolving contradictions in activity systems lead to disturbances, conflicts and double binds that trigger new kinds of actions among the actors. In this sense, expansive learning is a historical reality rather than an outcome of a designed policy.
>
> (Engeström & Sannino, 2010, p. 18)
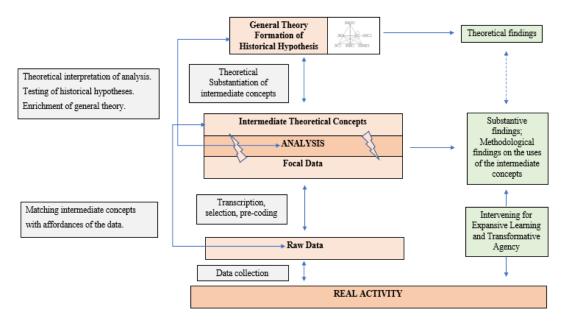
AT can be used as a tool to classify certain aspects of the system and to provide a method of analysis that can give them meaning. Considering the roles and responsibilities of HTs and the impact each aspect of their role has on the other, can identify the current sources of tension and contradictions within the system. As an example, it is clear from section 2.2 that wellbeing is generally agreed to be a priority for pupils and that this is better achieved when pupils are taught by teachers in schools who also have positive wellbeing and yet teaching staff and senior managers report that they do not feel their wellbeing needs are always recognised or met (Richards, 2012; Antoniou et al., 2013).

Engeström (2016) has proposed a model of study, which provides a useful framework for the current research (see Figure 11 below). This suggests that the interpretation of what we know from the historical context can provide a general theory of how things have developed. We can test this hypothesis within research and analyse the data we get. Data may confirm the general theory we have already, and we can then consider the changes that may be required within the system.

Within the current research and based on the current literature, supervision has been identified as a possible support for HT wellbeing. Exploring these concepts in detail with HTs can provide confirmation or denial of the theoretical link between the two. On the basis that it is found to be the case that HTs consider supervision to be a possible support to their wellbeing, then action can be taken to provide this and consider with them, whether the benefits are real.

Figure 11

Ideal-typical design of an Activity-Theoretical study

(Engeström, 2016, p. viii)

3.1.9   Developmental Work Research (DWR) as a means of effecting change

Activity systems undergo cycles of expansive learning as established practice and associated contradictions are challenged and then resolved (Engeström & Sannino, 2010). These cycles come into being through collective 'Zones of Proximal Development' (Vygotsky, 1978), where a group of individuals see the same tensions in the system at the same time and start to nudge change within the system as a result. This new collective learning and knowledge creation can be supported

through DWR methodology as an intervention and application of the theory of expansive learning and AT (Warmington, 2011).

DWR is based on the understanding that participants have the potential to modify their working conditions and transform their own work practices (Sannino, 2011). It is generally facilitated through a series of workshops and draws on the dialectic nature of theory and practice. It provides a process for discussion and further understanding and learning from individuals within the system under investigation. New models of activity and the creation of new knowledge is then co-constructed between the researcher and participants within the workshops themselves and in the intervening time between them (Engeström, 2001).

DWR requires some level of analysis of the history of work practices and consideration of the contradictions that exist in current activities within the system (Engeström, 1999). The object of activity is considered through real life examples from practice and sharing the experiences of individuals working within the system (Cole & Engeström, 2007). DWR enables participants to reconsider their work practices by presenting to them 'mirror data', a reflection of their current activity, the analysis of which results in new learning and different practices they can then engage in.

Where DWR is used in its purist form, its application is through 'change laboratories' (Engeström & Sannino, 2010). However, the approach has shown itself to be flexible in its use in schools and wider education systems (Postholm, 2015; Gedera & Williams, 2016) where a range of formative interventions have been used to support participants in creating their own solutions to the emerging contradictions within their environments. The solutions generally are not known by the researcher at the outset, with the participants shaping and co-creating the direction of the learning activity and the ultimate outcome (Engeström & Sannino, 2010). The availability of new tools, such as training, or support are important in this process but are not in themselves sufficient to effect change. Cycles of expansive learning over time create

the changes that happen within the system as new models and cultural practices emerge.

The researcher in DWR interventions is involved simultaneously as researcher, participant and change agent (Engeström & Sannino, 2010). Following three methodological rules in DWR, the researcher helps the participants to follow the object of their work practice, articulate the object by giving it a voice and expand the object of their current practice to consider new ways of working (Engeström & Kerosuo, 2007). The researcher also maintains their involvement in the process of change over a longer period than might be the case in more traditional research, to help participants turn their ideas for change into sustainable practice.

In this way, through DWR, in the current research, I would act as a mediator of expansive thinking, using a variety of tools (PowerPoint, Jamboards, discussion, questions) to guide and support the thinking of participants and introduce to them concepts such as AT and activity system modelling.

In gathering and analysing qualitative data from the participants in this research and basing this within the cultural and historical context of Scottish education, I aimed to highlight the possible sources of contradictions across elements of the HT role. The feedback from the first workshop was intended to provide 'mirror data', which in DWR methodology illustrates points of tension within current working practices that in turn, become the focus for problem-solving and joint learning as possible solutions and new ways of working (Cole & Engeström, 2007). In so doing, a rationale was provided for further workshops and the creation of a process for PRS as a tool to support HT wellbeing.

3.1.10 The use of Focus Group methodology within DWR
Within DWR there needs to be a structure to the workshops. For this research it was decided to use focus group methodology, which would comprise an element of teaching or information giving to stimulate discussion and gather participant views across four discrete workshops. Focus group methodology was chosen as an

approach, rather than individual interviews, as this allows scope for clarification and qualification in responses. It was expected that few, if any, of the HTs would have experienced PRS before and so it was thought that discussion would be richer in a group, where participants were able to collectively discuss this new concept and relate it to their current situation. Additionally, I would act as moderator, able to invite further comment and discussion from participants. This process would support individuals to begin to collectively make sense of the phenomenon being discussed and to construct a shared meaning around it (Reid & Reid, 2005).

3.1.10.1 The use of video conferencing

The COVID restrictions meant that the workshops were conducted on-line using Microsoft Teams (Microsoft, n.d.) a means of Voice Over Internet Protocol (VoIP)/Video Conferencing that is used across the LA for meetings. Research on focus groups conducted in-person or on-line has shown that there are some differences, but with the move to on-line working across many sectors during the global pandemic, familiarity with the technology has reduced some of these reservations (Boland et al., 2022). It may still be difficult to probe more deeply into an issue and to read non-verbal cues (Tremblay et al., 2021), however on-line, more ideas can be explored in the time available (Seal et al., 1998; Reid & Reid, 2005). Generally, the same concepts are generated (Archibald et al., 2019), with some researchers finding no significant differences in the data from comparative studies (Underhill & Olmsted, 2003; Deakin & Wakefield, 2013). Face-to-face discussion in focus groups has been found to result in a deeper richness in the discussion and less inhibited responses (Seal et al., 1998; Dodds & Hess, 2021). However some researchers have also found that personal and intimate issues can be shared more easily on-line, where participants can control their environment and join a discussion from familiar surroundings (Jenner & Myers, 2019; Gray et al., 2020).

There are of course ethical considerations, especially when discussing quite sensitive and possibly distressing or embarrassing issues on-line, where you cannot support directly and in person (Lijadi & van Schalkwyk, 2015) and these did have to be addressed and considered ahead of the sessions.

3.1.10.2   Emotional support for participants

The focus group approach was intended to be supportive of professional dialogue around supervision within education and it was not anticipated that the content would cause any participant to be upset or distressed. However, the topic of staff wellbeing and workload could create some emotional discomfort or distress and so the Participant Information Sheet (Appendix 2), provided details of the Employee Assistance Programme available within the LA should any participant have felt the need to talk to someone outwith the process.

For sensitive topics to be raised and discussed openly within focus groups the moderator/facilitator needs to be skilled in appropriately setting the scene at the outset and then using the social psychological principle of 'legitimation' when reacting to comments made (Zeller, 2013). At the start of each focus group discussion, the group would therefore be advised that if they were feeling distressed or concerned at any point, they could switch off their camera and microphone or leave the meeting and return if/when they felt able. I was able to signpost further support if required to any participant who felt distressed or upset by the discussion. This was not required.

3.1.10.3   Limitations of focus group methodology

Within an interpretive paradigm it is accepted that not all participants will choose to be honest and while this can be acknowledged as a possible limitation, it does not invalidate the discussion (Robinson, 2019). There is debate as to whether individuals would be more honest about their coping methods or vulnerabilities in an individual interview, rather than a focus group, where they might respond in a more culturally normative way to others and present themselves as they would wish others to see them (Wilkinson, 1998; Reid & Reid, 2005; Morgan, 2010). Individual interviews were considered as a means of gathering information, but participants could still have chosen not to be honest and there would be no moderation from their colleagues in this context to support or encourage more openness on the topic. Group interviewing was also considered, using a form of semi-structured questionnaire, but having the

opportunity of building on and responding to comments, with individuals being influenced by others in a more natural conversation, was felt to be the best means of gathering information on the shared culture and common experiences of the HTs within this participant group.

3.1.10.4 Focus group process

Focus groups are often around one to two hours in length and guided by a moderator, using pre-determined, open-ended questions. This was the format adopted for the workshops in this research. Focus groups can range from four to 12 participants depending on the research purpose (Seal et al., 1998; Robinson, 2019). Choosing 12 participants was at the top end of this ideal number, but larger groups have been found to provide more data when brainstorming is required (Edley & Litosseliti, 2010), and so the slightly higher number of participants was seen as a positive in the current research. I was aware that some writers have suggested that when using VoIP for focus groups, a smaller number works best (Lobe, 2017). However, the group of participants in this study were very experienced and well-practiced at using Microsoft Teams. Many of them also already knew each other and so it was a very different context to the research undertaken by Lobe (2017), where the focus group was made up of individuals with no prior knowledge of each other and variable IT skills. It was considered therefore that a larger number would work for this particular group.

The role of the moderator within the focus group is pivotal and requires someone who is used to dealing with conflict, can establish rapport and can be flexible and 'verbally dextrous' (Robinson, 2019). I felt confident that I had the required knowledge and understanding of the topic to lead a focus group (Krueger, 1998) and could manage to create the safe and supportive environment required for participants to be open with their views and experiences, to enable a rich discussion (Robinson, 2019). Within the role of moderator of course, I would be present and active within the group, asking the questions, but also providing prompts to promote discussion and interaction (Robinson, 2019). While being as objective and as facilitative as possible, it is inevitable that I would also be part of the co-construction of the

resulting discussion in the group and this was an accepted part of the research design as noted above.

I was aware of my relationship as both researcher and participant and thus recognised my ethical responsibility to manage the relationships within the workshops (Tracy, 2010) and to ensure there was ample time for all to contribute and to feel valued and supported in sharing their views (Connelly & Clandinin, 1990).

Reacting to the discussion in a focus group can be seen as leading the participants and perhaps legitimising some responses and thus inhibiting others (Tracy & Robles, 2010). However, engagement with the topic and the discussion by the researcher as the moderator in the group was seen as an asset, in that it would maintain the flow and build rapport in the group (Zeller, 2013), especially as the workshops were conducted using VoIP (Boland et al., 2022).

Participants in focus groups can be reticent to speak if they are not known to each other or have little in common (Robinson, 2019), but many from this group of HTs knew each other well and shared similar challenges within their roles and so it was expected that the discussion would be easily maintained.

3.1.11 Ethical Considerations

Ethical approval was received from the University of Strathclyde for the research. The two requests made during the research that were approved are appended as Appendix 29.

As a practicing psychologist, I work within the guidance, standards and Code of Practice of the Health and Care Professions Council (HCPC) and also the requirements and ethical standards set by my local authority. However specific considerations were required for this research in addition to those outlines above in relation to focus groups.

In this research, many of the participants were known to each other. They used their real names and provided their own views about their role, the support they currently receive within the LA and also their feelings of wellbeing. It may be that some would not have completely trusted this process and tempered what they said as a result. Consideration was given to other methods of engagement as noted in the previous section (3.1.9.3), but overall, even with the limitations of using focus group methodology, it was felt this would provide the best means of gathering views.

Participants were reminded at the outset to maintain the confidentiality of others and the expectation of HTs and EPs would be that they would do this in line with their own ethical standards of practice. Even so, to reduce the chance to share aspects of the workshop discussion with others, the workshops were held late on a Friday afternoon, so that participants would be leaving work and going home immediately after.

Although the content of the workshops was not expected to cause any distress to participants, given the stresses experienced by school staff over the previous 2 years, it was possible that a participant could become distressed during any of the workshops. At the start of each workshop, the group were therefore advised that if this was the case, they could switch off their camera and microphone or leave the meeting and return if/when they felt able. I agreed that either myself, or a member of my team of psychologists could contact the participant after the workshop to ensure they had the chance to discuss the trigger for their distress. Further support could be signposted if required.

As noted previously, in the Participant Information Sheet, the contact details of the Employee Assistance Service within the local authority was also provided. This service can be contacted at any time by any employee experiencing distress of any kind and looking for support.

Given the nature of the topics under discussion, participants were asked to join the on-line workshops from a private space/office, where they could talk freely and where the discussion would not be overheard or influenced by others.

None of the participants left any of the workshops or shared that they had felt distressed by the content of the discussion. In fact, several commented during the workshops that it was helpful to be able to discuss wellbeing and their role and to hear colleagues sharing similar experiences as they had. At the end of each session however, the Employee Assistance Service was highlighted, in case anyone required this support, but felt unable to share this directly with myself. I did contact the participants who had been unable to engage with the research to the end, to share with them the initial findings. I took the opportunity to ask them again why they felt unable to continue in case there was some learning for me within their feedback. However, as reported later in this thesis, they were clear that this was entirely due to other pressures within their role or ongoing health issues that resulted in them being off work and unable to continue participating.

I understood that being an employee within the local authority and the researcher, could create some personal conflicts or tensions. I have worked in the LA for some time and was already known to a number of those who agreed to participate in the research. This will undoubtedly have had an influence on either encouraging or discouraging some to note their interest in participating. I am also embedded in the culture and knowledgeable of the experiences of HTs within the LA. This inevitably increased the potential for bias in how the research was carried out and how the data was interpreted. The workshop scripts were created to ask open questions as far as possible, with the JamBoards capturing more of the specific detail. This was helpful in keeping to the topic. It also meant that my role as facilitator was to show the slides and enable discussion, rather than lead the conversation or be drawn into conversations with others.

Having some positive relationships in the group enabled the discussion to be relaxed and feel natural. The workshop transcriptions do not demonstrate anyone being

dominant in the discussions and the use of JamBoards allowed everyone to provide feedback anonymously, to balance and at times confirm, the views expressed in the open discussion.

The potential for coercion, especially with the EP participants was something I was acutely aware of. There was no option of bringing in an independent researcher and so steps were taken to keep a distance from the invitation to EPs to participate. The step of discussing their interest with their line manager initially, enabled EPs to check that if they did decide to participate, they genuinely wanted to and also had both the experience and time to contribute to the process.

As noted in the introduction, there was a significant bias in my assumption that supervision generally is of positive benefit to practitioners. The literature discussed in Chapter 2 provides the background to my positive view of supervision, however it was important, to provide opportunities for the HTs to state that this was not an option they would like to explore. This was the case at the end of Workshop 1 and Workshop 2. The dilemma in this research was that this was never going to be a completely neutral question to ask as the title of the research was explicit about what was being investigated. In addition, most of the HTs involved had no knowledge of professional reflective supervision as a support prior to being involved in the study and so there was a need, in Workshop 2 to explain what this is and how it could be beneficial. I am aware that such an explanation would obviously lead them to be more positively disposed to the possibility of engaging in supervision and may account to some degree for the overwhelming support to continue with Study 3.

Reflecting in my own supervision at regular intervals allowed me to highlight some of these ethical dilemmas and to discuss how they could be addressed and to consider possible mitigations that could be built into the research design to address them.

3.2 Research Methodology

3.2.1 Introduction

When considering the appropriate design and methodology for this study, I weighed up several factors, including the research topic and research questions outlined below and my experience of applied research and professional practice. Throughout the research the aim was to look more closely at the experiences of a group of HTs working within a dynamic system within one Scottish LA and to consider the impact of the socio-cultural context in which they work. This was considered most appropriate to be explored largely through qualitative means. I took an interpretive approach to get a deeper understanding of the role of the HT (Denzin, 2011); the tensions and pressures they experience; the emotional and management support they currently receive; and the potential support that could be offered through the provision of a framework for supervision co-created with them.

Much of the research required the study of human systems and behaviour and so from the outset it was decided that a qualitative approach would be the best fit for the first two studies. In relation to the third study however, there was quantitative data gathered from both self-report surveys and from two focus groups. This part therefore required a mixed methods approach to data gathering and analysis in a convergent design, where both qualitative and quantitative data would be collected concurrently. Both data sets would be analysed separately and then be merged to create a more holistic interpretation of the situation, with the quantitative survey data contributing to the qualitative data provided through discussion (Cresswell, 2012).

The output from the research would be the framework for supervision and guidance on delivery of this support as shaped by the discussions with HTs in Study 2 and the practical application of the framework and evaluation collated within Study 3.

3.2.2 Research objectives and aims

There were six research questions within this research:

1. What is Supervision?
2. What roles and functions does it serve?
3. Why has supervision not become part of the framework of support for school senior managers?
4. Is supervision required within the context of LA schools?
5. If so, what form should it take and how might it be provided?
6. Where Supervision is provided, does this support HT wellbeing?

The first three questions have been addressed in Chapter 2, through the literature review. The three remaining questions were explored within the three parts of the research.

- research question 4 = Study 1
- research question 5 = Study 2
- research question 6 = Study 3

3.2.3   Research Methods

A mixed methods approach was taken in this research as a means of combining both qualitative and quantitative methods (Creswell & Plano Clark, 2011). However, because the research comprised several distinct parts, overall, the term 'mixed research' fitted well as this term does not suggest limiting what may be 'mixed' to methods alone (Creswell & Plano Clark, 2011). The complexity of the issues in the study required more than one type of data to be collected to give a complete picture. Mixed Research provides an approach which considers diverse viewpoints to expand upon knowledge and create new perspectives in a non-linear way as facilitated through DWR methodology. It can integrate both qualitative and quantitative data in a 'mutually illuminating' way (Bryman, 2012).

The methods used draw on a range of theoretical perspectives and frameworks as detailed in section 3.1, that helped shape and guide the research as a whole. The specific research design and methods chosen for each study are laid out in subsequent chapters that describe the three distinct studies in the overall research, as

well as the output, which provides a possible framework for the delivery of supervision within education.

3.2.4 Research Design Overview

The overarching design sat within DWR, rooted within AT, as noted in section 3.1 (Engeström, 2001):

> DWR interventions are organised around a series of structured workshops in which Activity Theory is used by both researchers and participating practitioners as an analytical framework for understanding current work practices and proposing new ways of working.

> (Warmington, 2011, p. 147)

3.2.5 Participants

Head Teachers within schools were chosen as a focus for this research as noted in Table 12 (one participant was a depute HT in an Acting HT role at the time):

Table 12

Reasons for choosing HTs as participants

They are often placed in a position of listening to and absorbing the anxieties and concerns of their staff (Ofsted, 2019).
They understand the tensions and stresses implicit in their role.
They may feel the need for supervision as part of their practice more acutely because of the pressures they experience (Hulusi & Maggs, 2015).
Supporting their wellbeing could therefore have a greater level of benefit across the school (Glazzard & Rose, 2019).

EPs from within the LA Psychological Service were chosen as additional participants for Study 3 and to provide the supervision for the HT participants as noted in table 13 below:

Table 13

Reasons for choosing EPs as participants

Through their training and experience, they are considered to have the knowledge and skills to be able to provide supervision to others (Nolan, 1999; Farrell et al., 2006).
The EPs in the LA in which the research was being carried out, have had training in supervision, which has been shown to lead to better outcomes (White & Winstanley, 2010).
They follow guidance provided by the British Psychological Society on supervision both within the profession and by the profession (Dunsmuir & Leadbetter, 2010; BPS, 2020b).
EPs have an understanding of the role of HTs, are consulted with regularly and are familiar visitors to schools (Nolan, 1999; Sharpe et al., 2016).
Schools report that EPs are the key providers of mental health support in schools (Sharpe et al., 2016).
They are therefore trusted by school staff to undertake this type of sensitive support and emotional containment.

Not all participants were available to contribute to each part of the research and a summary table outlining the participants involved in each study is provided as Appendix 3.

3.2.6 Implications of COVID-19 restrictions

This study was undertaken while restrictions were still in place because of the COVID-19 pandemic. These restrictions meant that physical distancing was still in place in schools and local authorities. Travel was restricted and visits to offices and schools was much reduced. As a result, adaptations had to be made to the usual ways of gathering data. Ethical approval for the research was only given for on-line contact with participants, which influenced the means and methods of engagement for the research.

The workshops undertaken within this research used a focus group methodology and were conducted on-line using Microsoft Teams, which was a familiar platform for the participants involved. Laptops had already been provided to all school senior

managers and centrally based staff well before the start of the pandemic and so the provision of software, hardware and reliable internet connection and processing speed were not issues. This meant that participants were all comfortable and confident with the use of the technology, familiar with meeting on-line and used to using the chosen platform for the workshops. This context overcame many of the drawbacks often cited in using VoIP for group discussion (Archibald et al., 2019; Lobe et al., 2020; Boland et al., 2022).

On-line methods of working with research participants enabled a wide range of HTs to participate easily. The LA in which the research was undertaken is a large, rural authority and it may have been prohibitive in terms of travel costs and time for some HTs to become involved had the workshops required in-person attendance. Using VoIP meant that there were no additional restrictions on participants in terms of travel and so it was possible to recruit a wide representation of geographically dispersed participants.

VoIP has been used in the past for focus groups, but during the global pandemic became a necessary method of conducting focus groups and group interviews (Lobe et al., 2020; Trembly et al., 2021). While concerns have been raised previously in research about internet reliability, the reliability of technology, the skill of the individual in using technology and confidentiality issues when using VoIP (Archibald et al., 2019), there are easy solutions for many of these issues and significant improvements have been made over recent years that negate many of these earlier concerns (Boland et al., 2022). In this research, the participants all used very similar technology, provided by the LA. They were all proficient in the use of this technology and in the use of Microsoft Teams for VoIP. They were all able to choose where they joined from and were advised to find a space where they would not be interrupted and where their conversation could be private. Most of the potential issues about this method of engagement were therefore addressed from the outset.

The level of engagement and the potential difficulty in building trust and rapport is often raised as a potential issue when using VoIP (Boland et al., 2022). In the current research however, many of the participants already knew me. Some also knew each other well and so initial conversations were easily initiated. Some researchers have found that rapport can be easier to establish on-line (Barratt, 2012), with no difference being found in the quality of engagement and openness (Archibald et al., 2019), even when compared with face-to-face workshops or interviews (Deakin & Wakefield, 2013). Indeed, there has been found to be a sense of greater equity with all participants being on-line, as individuals can share their views without others cutting across them or interrupting (Dodds & Hess, 2021).

3.2.7   The research

The next three chapters detail the three separate studies that made up the overall research. Each describes the aims, design, methods and results for each study. A synthesis of the main findings is then summarised in the discussion in Chapter 7.

CHAPTER 4 - Study 1

4.1 Study aim

The aim of this study was to ascertain whether a group of HTs from one Scottish LA considered that supervision was required within the context of LA schools.

Their involvement in the wider social aspects of families and community support provides a greater level of emotional demand (Ravalier & Walsh, 2017), and it is therefore argued that to expect this level of social and emotional engagement without providing a safe reflective space could lead to negative impacts on the wellbeing and functioning of practitioners (Reid & Soan, 2019).

Rather than assume supervision is a necessary support for HTs, this study sought to check with staff currently working in schools, whether this type of reflection and opportunity for growth and support is available to them through a different process and whether anything additional, such as a formal process for supervision is required at all.

This first part of the overall research was therefore an initial scoping study. It explored the culture and nature of the work of HTs within the LA and whether there are existing opportunities for support and reflection on practice. It also explored whether senior managers in schools within one Scottish LA would consider the provision of PRS to be supportive of them in their role. Specifically, it looked at Research Question 4, 'Is supervision required within the context of LA schools?'

To answer this question, several topics were explored:
- The nature of the work of a HT in a school.
- The tensions and pressures within the role and the impact of this on wellbeing.
- The opportunities for reflection on professional and personal issues already within the system.

- The potential for PRS to be of benefit in containing anxiety and emotional distress.

4.2   Study design

This study took a social constructivist stance and used Cultural Historical Activity Theory (Engeström, 2001) and the concept of expansive learning (Engeström & Sannino, 2010) as a means of exploring the roles, responsibilities and tasks undertaken by senior managers and the supports already available to them. It comprised a workshop that used focus group methodology, attended by the HT participants.

To overcome the possibility of a small number of participants dominating the discussion, a topic guide was created with several open questions to facilitate discussion within the workshop. This was embedded within a PowerPoint presentation shared with participants in real time (Appendix 4). The structure provided opportunities for all views to be elicited within a relatively comfortable conversation format, with no pressure on participants to reach consensus, as advised by work undertaken by Edley and Litosseliti (2010). Perceptions were sought "...on a defined area of interest in a permissive, non-threatening environment." (Krueger, 1994, p. 6).

This study aimed to gain a greater understanding of the culture within the LA education system and the support structures already in place for senior managers in schools. As a means of capturing this complexity and the expected diversity of views, second generation AT (see Chapter 3, Figure 8), provided the framework to shape a large part of the focus group discussion, to consider the current priorities and the issues relating to pupils and staff wellbeing and the impact this has on the participants' own practices. It also provided an a priori set of codes with which the data gathered could be later analysed.

4.3   Participant selection

HTs within schools were chosen as a focus for this study because in their management role they may feel a greater need for supervision from someone external to the school (Hulusi & Maggs, 2015). Supporting their wellbeing could also have wider benefits across the school (Glazzard & Rose, 2019).

Because it was decided to use a Developmental Work Research (DWR) approach (Engeström, 2001), consideration of the numbers used in DWR workshops (usually between eight and 12 practitioners), was used as an initial guide to sample size (Warmington, 2011). The design of the DWR workshops required the use of focus group methodology as the main vehicle for gathering information and views from the HT participants, for the reasons outlined in section 3.1.9.

The size of the group also impacts on the dialogue undertaken by participants. Fay et al., (2000) found smaller groups of five or less were able to be more conversational in style, while larger groups of 10 or more were more open to being dominated by a just a few vocal participants. Measures were therefore taken in the design of the workshop to ensure views could be gathered from all participants, to reduce the chance of discussion being dominated by a small number of speakers.

Selecting three participants from each of the four administrative areas of the LA provided a representative group of 12 from those who indicated an interest in participating in the study. It was considered that this gave enough variability in knowledge and experience, without being too large as to impact negatively on the engagement of participants. This number could also be accommodated within the focus group methodology.

Faulkener (2003) has proposed that while there is no hard and fast rule for participation levels in sampling sizes, for studies that take a 'Problem Discovery' approach, group size does impact on the level of problem identification. She found that a group of 10 participants were able to reveal around 82% of the problems in a relatively simple task, looking at innovative manufactured objects and equipment,

while 15 participants could identify around 90% of the problems (Falkener, 2003, p. 381). Although the tasks in this study are not directly comparable, group discussion around systemic issues, solution finding, and problem identification was required. This recommendation on group size is also consistent with other guidance on optimum numbers as outlined above.

Because data would be gathered through group discussions being conducted on-line, it was considered important that participants could all see each other on screen. Microsoft Teams was the chosen platform for the focus group discussion and helpfully this supports seeing 12 participants on a screen.

For all of the above reasons, 12 school HTs were invited to participate from those indicating their interest, with agreement to feedback the key findings from the research to all HTs for their information, including those who noted an interest but were not required as participants in the study.

The sampling of participants from the HT cohort within the LA was purposive (Palinkas et al., 2015). This technique was considered appropriate to the study as it required a range of participants who had an interest in this area of study and were therefore prepared to share their time, which is limited. They also needed to have the knowledge and experience that could inform a detailed description of the system across the range of schools of different sizes, from both primary and secondary sectors, within the LA (Creswell et al., 2011). It would not be feasible to undertake the study with all HTs as time was limited, so it was considered that this sample of 12 would ensure reasonable representation.

All HTs within schools in the LA were sent an initial letter by e-mail asking if they would be interested in participating in the study. Participants were then selected from those who expressed an interest. Those who responded first and met the requirements of the selection criteria (representation from all four geographic areas and providing representation from both primary and secondary schools), were asked to participate

and to complete the Participation Agreement on the Participant Information Sheet (Appendix 2).

4.4   Data collection

The workshop was recorded, for ease of analysis of the discussion content. It was then transcribed for the purpose of analysis, with comments and contributions made by the participants being anonymised (Appendix 5). The transcript was then independently checked against the original recording of the workshop. The error rate in transcription was 0.16% with 24 words being corrected at this point.

Because the workshop was conducted on-line, Google Jamboards were able to be used as a means of gathering individual views concurrently and anonymously (Appendix 6). Comments made in the chat function of Microsoft Teams (Microsoft, n.d.) were also saved and anonymised for later analysis (Appendix 7).

4.5   Method of data analysis

Identifying patterns and themes from the workshop discussion was important and so an inductive approach was required for the data analysis. Different approaches were considered within the criteria set for the research, each with their own merits as outlined in the table below:

Table 14

Consideration of various approaches to data analysis

Method of data analysis	Advantages	Disadvantages
Discourse Analysis (Potter, 2012) Considers the use of language and communication to build a depiction of reality.	Helpful in analysing data on the discourse from focus groups and other types of participant dialogue.	The focus is on the specific use and practice of language by the participants or analysing the conversation at a micro level which was not required in this research.
Interpretive Phenomenological Theory (Palmer et al 2010) Considers the individual's experience in detail and then look for patterns in the area of interest across a number of cases.	Can be used in focus groups by looking in detail at individual responses before developing themes across the data.	The focus of this research was not solely on individual responses, but the collective experience of participants, identifying common themes across this varied experience.
Thematic Analysis (Braun & Clarke, 2021) Categories/themes identified by the researcher from the data provide the basis for a theoretical understanding of the research focus.	Allows large amounts of data to be analysed and overarching themes to be identified from self-reports, discussion, interviews, surveys etc.	General themes were already established to guide the questions that framed the focus group discussion and so there was no intention to look for new themes within the discussion.
Grounded Theory (Glasser, 2018) Specific process of identifying themes from salient or significant parts of the data to create a more focused set of codes that provide a narrative of the experience of the participants	Themes can be identified from the participant responses with no prior bias or expectation of what might be highlighted by them.	General themes were already established to guide the questions that framed the focus group discussion and so there was no intention to develop a grounded theory from the data.
Template Analysis (Brooks et al., 2015) A coding template is developed to analyse the data, with it first being trailed on a sample of text/transcript to assess its usefulness.	This approach can support a priori themes (as intended to be used by the AT framework or the questions asked in the workshops).	There were different phenomena being considered within the workshop. A number of questions were to be asked in the workshop and responses were likely to be short. Creating themes from a sample of the transcription would not suit such responses and would unnecessarily over-complicate the data analysis.
Qualitative Content Analysis (Mayring, 2019) A flexible approach that can be applied to different types of data. Clear, transparent coding of data from text that can be themed and/or reported in numeric form.	Participant reports of their subjective experiences can be analysed and made sense of. It allows both qualitative and quantitative data to be analysed together.	Requires the researcher to be specific about the means of analyses with the various sections and content of the data.

Qualitative Content Analysis (Mayring, 2019) was decided upon as this method of analysis allowed an exploration of the participants' subjective experiences of specific aspects of the research and provided them with an opportunity to interpret and make sense of these. It fits well within a constructivist theoretical framework, focusing on socially embedded patterns of meaning and the implications and effects of these. It was also a method that allowed both the qualitative and quantitative data collected during the workshops to be analysed together:

> The qualitative content analysis procedure is research question oriented. Text analytical questions (possibly several) are derived from the main aims of the research project. These questions should be answered at the end of the analysis. This clearly distinguishes the qualitative content analysis from other completely open, explorative methods such as grounded theory.
>
> (Mayring, 2019)

The AT themes were discussed between myself and an EP colleague to ensure familiarisation. The transcript, Jamboards and meeting 'chat' were all then analysed independently by myself and EP who colour coded the data to categorise under each of the given themes. We then came together to compare analyses and resolve any disagreements in relation to categorisation. At this stage there were 407 comments coded and disagreement with 17, that were resolved through discussion. This provided an inter-rater reliability score of 96%. Sub-themes were agreed between myself and EP colleague jointly, as a means of organising the data into meaningful categories. The full analysis is provided as Appendix 8.

The response to the series of questions pertaining to participants' wellbeing, as well as additional views relating to 'wellbeing' were coded within the transcript and themes relating to this code were created using Qualitative Content Analysis. The four phases of analysis - decontextualisation, recontextualisation, categorisation and compilation (Bengtsson, 2016) were used to complete this process. Some codes were amalgamated into higher level themes and some themes were expanded to provide

sub-themes, to capture the differences in meaning where large amounts of data were categorised under a single theme. The full analysis can be found as Appendix 9.

As a final question in the workshop, participants were asked whether they felt that supervision was something that should be supported within the LA and if there should be a continuation of the conversation in relation to this as a possible wellbeing support. Study 2 was predicated on the answer to this question being "Yes".

4.6   Results

Nine of the HT participants were able to attend the workshop (75%), and all contributed to the discussion and feedback on the related Jamboards. A full transcript of the discussion can be found as Appendix 5. The transcript includes a copy of the responses from the Jamboards. This should be read in conjunction with the PowerPoint presentation (Appendix 4) and the chat (Appendix 7). The questions for discussion were contained in the PowerPoint and on the Jamboards.

4.6.1   AT analysis

The content of the whole workshop discussion and Jamboard responses were analysed using the themes provided by the AT template. The full analysis can be found as Appendix 8. There were common aspects within each of the themes, and these are summarised on the diagram below, with the key components of the current activity system (LA schools) as described by the HT participants (Figure 12) and also the tensions and contradictions within the system that they identified during the discussion (Figure 13).

Figure 12

Key components of the current activity system

CURRENT SITUATION

- IT/technology/social media;
- support/resources/training;
- supervision; coaching;
- listening, empathy, compassion

Resources/Tools,

Objects - Leading and managing a team;
- building relationships;
- managing crises

Outcomes- building capacity in others;
- helping children achieve;
- maintaining relationships;
- provide vision and direction

Subjects - YOU

Rules
- GTCS Standards;
- Helpful and clear Policies and Guidance;
- UNCRC;
- COVID restrictions;
- Guidance created by practitioners and pupils

Community
Families, pupils, staff, HC SM, Ed Scot, RIC, 3rd sector partners, support services, other HT colleagues, community partners etc

Division of Labour
- Diverse responsibilities and roles;
- Line management;
- duty of care;
- supporting others;
- learning and teaching;
- supporting families and children in crises
- emotional labour

Figure 13

Tensions and contradictions within the current system

TENSIONS

Resources/Tools,
- Visible and always available to others;
- everyone expects an immediate response;
- don't have anyone in place to provide supervision.

Subjects - YOU

Objects + Outcomes
- Support staff to my disadvantage;
- Sometimes things get in the way of the vision.

Rules
- COVID restrictions;
- conflicting and unclear policies;
- cant show weakness;
- left to make decisions until LA intervenes

Community
- Responsibility for all creates stress for HT;
- Can feel trapped in small community;
- Gaps and changes in support staff for your school causes pressure.

Division of Labour
- Increasing responsibilities;
- SMs don't support
- Open to criticism;
- sometimes can't absorb any more;
- supporting others to your own detriment

To identify the Objects and main Outcomes of their role, participants were asked "In ONE or TWO sentences, what do you consider are the main roles, aims of a HT?" The key outcomes participants aimed to achieve were able to be classified under five themes:

1. leadership of the school
2. management of change
3. supporting the development of others
4. supporting the wellbeing of others
5. supporting learning

In achieving these outcomes, the use of IT was a key tool, but was also something that caused tensions and conflict as it made them much more visible and accessible to others and they felt the expectation to respond quickly to contact from others. They acknowledged and valued the support from colleagues, but at the same time, noted that this encroached on the time others had to give and wasn't ideal. Time for reflection with others was limited but seen as something they would value. This was especially linked to the emotional load from the current job role and the range of responsibilities they felt for the wide range of people within their school communities. In part, guidance and policy documents were helpful in supporting them in their role, where these were clear, but often the policy landscape was confused and at times, they reported that they didn't feel there was sufficient support from the LA or their line manager.

4.6.2   Wellbeing Analysis

Several questions were asked to specifically explore wellbeing and the tensions surrounding this phenomenon for the participants. These responses were categorised under various themes and sub-themes using Qualitative Content Analysis as noted above (see Appendix 9). Quotes from the transcription are provided below and as hyperlinked end note references to exemplify the themes created from the data. The responses provided on the Jamboards could not be attributed to any one participant, unless they were further qualified in the discussion. However, in the general

discussion participants could be identified and this is noted by denoting 'HT*X*' against the quotes provided directly from the transcript.

Q1. In the time you have been a HT how has the role changed or how is it changing?
Responses were categorised under seven themes for this question (see Appendix 9 for detailed analysis):

1. General impact of COVID
2. Emotional impact of change
3. Changes in expected support for children and families
4. Use of IT (both positive and negative)
5. Reduction in resources
6. Positive change through experience
7. Changes in societal views

The context of this research being undertaken during COVID restrictions is important here and there were several responses that reflected this directly:

"Crisis management (due to COVID-19)."

"A shift in focus from continuous improvement to "recovery"."

"I feel, certainly over COVID, that there's been less...I don't know...you're more open to everybody deciding how you should do your job." (HT1)

One of the more recently appointed HTs who had not been a HT before COVID stated, "Change has been relentless and reactive, rather than proactive." This clearly conveyed the impact of COVID and the consequent restrictions and impact on schools and HTs at the time of the study.

Another participant stated that "My vision and expectation is different than what I expected the job to be, (due to Covid?) but...now I realise that it is the reality and I work within those parameters."

From more experienced HTs there were responses that would indicate that the role is more challenging now than was previously the case, with wider expectations on the support provided for children and families. One of the participants who said they had been a HT for "A very long time!!", said that there was now a greater emphasis on working directly with children and young people. [1] Another noted changes in the diverse nature of the role over time.[2] And another noted a reduction in support that provided more pressure on them.[3]

The expectation that HTs will respond immediately was also wearing on HTs.[4]

The impact of the HT role on their wellbeing was woven through the comments made during the discussion in the workshop. The quotes from participants themselves convey the depth of feeling in relation to this theme and are used below to illustrate the issues raised in relation to wellbeing.

Q 2. Do you feel responsibility for staff and pupil wellbeing?
Wellbeing was considered as a key phenomenon to explore as it arose in the literature and previous research as a key issue for HTs and other school staff as discussed in Chapter 2. All nine participants in the workshop emphatically said that they felt responsible for the wellbeing of the staff and pupils in their school.[5]

The participants were keenly aware that at times they support others to their own detriment. They reported feeling some responsibility for the wellbeing of their whole school community and felt that they carried a heavy load in terms of the emotional wellbeing of other staff, pupils, and parents.[6] [7]

Q3. Is it easy for you, staff or pupils to share concerns about wellbeing or mental health? If not, why do you think this is?
While HTs felt that they were there for their staff and pupils, they did not always feel that they could share their own wellbeing concerns with others in the school or LA, because it would be a "feeling of weakness".[8]

Four participants questioned the support for HTs. One simply stated: "Staff and pupils yes - where does the HT go?" A second noted the potential impact on others if they shared their own feelings.[9] A further two noted the potential negative consequences for colleagues if they shared their own negative thoughts more openly.[10]

This means that they cannot always be honest with how they really feel as others are dependent on them to manage situations. This is especially acute in small and rural communities where those they may go to for support are also parents or managers who they interact with in their HT role.[11]

There were several sub-themes in relation to both facilitators and barriers to wellbeing support in schools, with HTs themselves being a facilitator in providing a buffer for their staff teams and absorbing many of the pressures themselves. They were able to acknowledge however that this may make them more vulnerable as a result.[12]

They reported that informal support and being listened to by colleagues was invaluable, but they don't always want to 'burden' others who they recognise as also being very busy. Rather, they felt that having someone who has a contractual obligation to provide this type of support would be of benefit.[13]

Q4. Do you 'take home' worry and concern about staff or pupil wellbeing? If so, how do you manage this?

Participants reported frequently taking home stress and this impacted on their personal and professional lives "Almost every night" (HT1). None of the participants said that they never took work home.[14]

All participants had strategies they use to try and manage their stressors and to deal with the concerns they brought home. Sometimes these strategies were successful, but not always. These were largely themed around:

- Debriefing/talking with someone
- Physical Exercise/Outdoors to use the adrenalin in a positive way e.g. running
- Distraction - e.g., reading
- Positive thinking/action e.g., not taking their laptop home, processing information, lessons from previous training

However, there were many comments about not coping.[15] And there were clear consequences of stress in their lives,[16] with unhelpful coping strategies and a sense of inevitability and acceptance of this.[17]

Within this context, the HTs were able to acknowledge that time for reflection would be helpful and that supervision could play a positive role in supporting their wellbeing.[18]

Q5. What else might help support you better?

Participants were able to identify more that could be done to improve their situation. These were categorised under four themes:

1. Increased capacity e.g., more time and more staff
2. Mental health and wellbeing support
3. Trusting relationships in the structure
4. Supervision

In relation to this final category, there were eight mentions of supervision cited or implied, with one comment clearly reinforcing the support required to discuss and process the emotional content of the job.[19]

4.7 Summary

In their discussion, participants illustrated the tensions in their roles as senior managers in schools. They work with many people within their communities, who all have high expectations of them. This causes stress which often spills over into their home lives. Participants who have been HTs for some time, felt that the changes in

their role are not only due to COVID, but have been building for some time, with more and more responsibility and higher expectations on them over time. Although there are others who support their role, the participants in this study did not feel that they were as effective as they could be and felt that a lack of management support, limited time and resources and the ever-changing context of the last few years, managing COVID, had all added to their stress.

The participants were clear that the wellbeing of others was a strong driver for them. They accepted their responsibilities in supporting the wellbeing of children and staff, but identified clear gaps in the current system, with limited protected time, reflective spaces, or dedicated support for them to be able to debrief or share their concerns. Colleagues and friends were the most likely sources of support in the current system, but this came with the guilt of burdening others who were likely to need support themselves. Having a formal process and an identified person who was tasked with providing support seemed crucial to the participants.

While improvements in on-line methods and technology generally enabled them to deal with situations quickly, this came with the feeling of scrutiny from all directions and the pressure to respond immediately to queries and tasks required. E-mail, on-line meetings, and social media were therefore both of benefit to them in their role and a significant source of stress.

As a final comment, the participants in this study felt that having had time to reflect on their current situation, the system in which they worked and the wider context of the culture within education, they would like to continue to explore the possibility of PRS as one means of supporting their wellbeing and all were therefore invited to participate in Study 2, which is the focus of Chapter 5.

4.8   Follow-up

Following the completion of this study, a summary of the key themes within the AT analysis were shared with the participants as 'mirror data' (Cole & Engeström,

2007), and as a means of checking with them that their views had been captured accurately ([Appendix 8](#)).

Sharing the findings and analyses can provide an opportunity for 'member reflection' (Tracy, 2010) and can add to the credibility of the qualitative data gathered as it allows an opportunity to both check the data and to re-engage with it. These opportunities can be seen as "...less of a *test* of research findings as they are an opportunity for *collaboration* and reflexive *elaboration*." (Tracy, 2010, p. 844).

Participants were invited to make comment on any aspect of this feedback; however, none was received. This may have been because the participants were happy with the interpretation of the data or did not prioritise this as a task. It was important to check this was a reasonable reflection of their views and so it was decided to present these findings at the start of the second workshop.

4.9   Limitations and mitigations

This study attempted to look in detail at the role of the HT and the impact this has on their wellbeing. Both are huge topics in their own right and potentially could have been better addressed over two workshops rather than one. The discussion from the participants was detailed and perhaps could have been extended with more time. However, the HTs may not have agreed to giving this study more time and so keeping the workshop tight and framed by the questions on the PowerPoint helped keep things on track and to time, which was appreciated by the participants.

It was disappointing that a small group of 12 HTs was reduced to nine, due to other commitments and with no contingency in terms of substitute participants, this reduced the representation across the LA. However, those who did attend contributed well and all shared comments and views, with a good deal of commonality noted within the discussion.

It was most helpful to have a colleague check the transcription for errors initially and then independently code the data. It was necessary to discuss the AT codes in detail

to ensure understanding beforehand, but this supported the high level of inter-rater reliability, which was helpful in providing confidence in the interpretation of results.

This Study provided the background to Study 2, which took place 4 weeks later, and is detailed in Chapter 5.

5.1   Study aim

The aims of this study were to provide some consensus on whether there is a place for supervision within the current support structures available to HTs and if so, what form this might take.

The first aim was achieved through a discussion of the formal and informal supports already available to HTs in the LA and an exploration with participants as to whether the need for reflection and emotional support can be met within the current structure, or if they felt that the provision of PRS may be beneficial in providing this space.

Only if this was the case, would consideration be given to some of the models of supervision currently used with various professional groups and to then consider what framework might be best suited for supporting HTs. Thus, the broad parameters of a framework for supervision could be co-created with the participants if required.

5.2   Study design

This study took the form of a DWR workshop with some focus group elements included. At the start of the workshop, I provided the summary of the key themes that had come from Study 1 as previously circulated (Appendix 8). This provided a further opportunity for comment and discussion, but also acted as 'mirror data' (Cole & Engeström, 2007) for the current context, reflected back to the participants to set the scene for Study 2.

A PowerPoint (Appendix 10) was prepared, with a range of questions for the participants to consider and as with Study 1, Google Jamboards (Appendix 11) were used to capture additional information and views as part of the discussion.

The questions in this workshop were solution focused, as this approach is used widely in the LA in which the study was undertaken, and the format of the questions were therefore familiar to the participants. Being Solution Focused is a methodology

that originated as a therapeutic approach (de Shazer, 1985) and has a key set of principles. The approach has however been widely adapted to support meetings, establishing priorities and goals, and providing a future focus for planning (Alexander & Sked, 2010). The approach provides a framework within which the participants' words and shared experiences provide the frame of reference in which to work. It provides a process that includes all participants in the generation of solutions and interventions. Various useful solution-finding questions can be used to determine the desired outcomes from the perspective of the participants - questions about the ideal future, exceptions to any identified problems or barriers, scaling questions to define how much progress may have been made in addressing an issue, etc. (Ratner et al., 2012).

In using this approach, the facilitator of the workshop must have the skills and competence to frame the interactions, while also having expert knowledge. In the case of this study, that is knowledge of supervision and knowledge of the education system. It was considered that the training and experience I had as a practicing EP, met these requirements. The position of 'not knowing' (de Jong & Berg, 2013), which is a key component of working in a solution focused way, is a helpful stance to take when eliciting from participants what the key principles may be in the creation of a new process and what the benefits and barriers may be as perceived by them in their current situations. This stance enabled me to highlight the role of the participants as the experts in creating an intervention that would work best in their context.

The focus group elements within the workshop considered:
- Who currently provides support to HTs at different levels right now?
- Is there a place for PRS within the current support structure?
- What model of supervision might be best suited to supporting HTs?

For participants to have some knowledge of supervision before they were able to consider alternative models that might work for them, a teaching element was

planned within this workshop, with various models used by other professional groups being explained and shared with them.

5.3   Participant selection

The same group of participants were involved in this study as had participated in Study 1. For a discussion on participant selection please refer to Chapter 4, Section 4.3.

From the participants selected, nine (75%), were able to attend the workshop in Study 2. This was a slightly different group than had participated in Study 1 (see Appendix 3).

5.4   Data collection

The workshop was recorded, for ease of analysis of the discussion. The workshop was then transcribed, with comments and contributions made by the participants being anonymised (Appendix 13). Google Jamboards were also used as a means of gathering individual views concurrently and anonymously (Appendix 11). The transcript was then independently checked against the original recording of the workshop. The error rate in transcription was 0.05% with 9 words being corrected at this point.

5.5   Method of data analysis

As with Study 1, the detail in the specific responses of the HTs was important to consider as a means of identifying patterns and themes from the content of the discussion. The discussion did not lend itself to a purist approach to thematic analysis as the topic was clear from the questions set. There were also some questions that were able to be collated to provide a numeric value to the responses. Content Analysis (Berelson, 1952) was therefore used as the method of inductive data analysis for the discussion elements of this workshop.

5.6 Results

At the start of the workshop participants were asked if there had been any changes in their practice or thinking since the last workshop. For some, the discussion had enabled them to reflect on their situation and the wellbeing of themselves and others. One participant felt that the discussion had validated activities they were currently engaged in, and one had instigated a process of support and reflection time with their staff as a direct result of the workshop (Appendix 12). There was no expectation that the workshop would lead to any specific change in practice, but the opportunity to be together and share a conversation about their role, for some, had led to the Collective Zone of Proximal Development as previously discussed (Vygotsky, 1978), that can often be a feature of change associated with DWR workshops (see Chapter 3, section 3.1.8)

All Participants contributed their views on the Jamboards (Appendix 11) and through the discussion recorded in the transcript (Appendix 13). Their responses to the questions set are recorded below or hyperlinked as end notes.

Q1. Who do you go to for Support?

The first aim of this study was to explore with participants the current supports available. Questions were therefore asked about how and who provided support at present and where the gaps may be in relation to this. This information is summarised in Table 15 below. The number in each category is more than nine because participants provided more than one response under each heading, as can be seen on the Jamboard.

Table 15

Number of mentions of current sources of support for HTs

When you need…	Wider Colleagues	HT Colleagues	Friends/ Family	EP	Line Manager	Coach/ Mentor	Professional Reading/ Policy	No Idea/ No One	Parents	Physical Activity/ Outdoors
To Moan and Offload	5		6							
Emotional Support	6	3	4	1		1				
Management Support	11	5			4					
Professional review and Development	1	1			2	1	2	3		
Pupil (Case) Consultation	13	3		4	2				1	
Reflection	4	1								6
Coaching	7	2			2	2		1		

Friends and family featured highly in terms of providing support, but also trusted colleagues within the profession. Indeed, the participants highlighted trusted colleagues as their main source of support when facing problems at work, more often than any other groups, including line managers. This is in-line with other research findings from across the UK (Savill-Smith & Scanlon, 2022).

Line Managers for this group of HTs did not feature highly, even in relation to 'Management Support'. It was expected that participants would have received management support and discussion regarding their 'Professional Review and Development' from their line managers, but even under these categories, the number of mentions of line managers was very low.

EPs were mentioned in two of the eight categories as people who currently provide support. There was mention of 'skilled colleagues' in other categories, that could include EPs, but this was not specified. It may be that participants in this study were not aware that EPs could have a wider role in supporting them.

Q2. Where are the gaps in the continuum of support you currently receive?

The responses provided on the Jamboard and the subsequent discussion in relation to this question were able to be coded within four themes (Appendix 14). These are listed below in Table 16 with quotes from participants that exemplify each theme:

Table 16

Classification of comments on the 'gaps' in current support

Themes	Quotes
Trusting culture	"a Culture that is supportive, based on trust and values wellbeing" "I tend to look sideways rather than up" (Creating a) "culture of supervision." "…empowerment of you for the future" "I think the biggest gap is trust."(HT10) "I think there is a kind of cultural aspect that needs to be embedded first for this to truly work for it to be welcomed."(HT11)
Someone with knowledge and experience	"I want someone that has some knowledge/ understanding about the "stuff" that I'm wanting to develop" "I need e.g. HR plus need them to have the necessary experience to support and advise appropriately" "Would be good to have a dedicated coach - (someone who was able to do this)" "Someone trained that allow you to move forward" "it's the skill. Like, if someone is supervising you, I would expect them to have had some training in that." (HT1) (To help you) "grow as a leader and manager."
More Capacity / someone who has time allocated	"Having that regular time to be able to do it…. It's there, but it's not consistent." (HT2) "Being built in (as just highlighted) - time allocated "...Capacity limited at HQ..." "I feel I don't really have anyone I have to talk to"
Emotional support	"Too often no one" "I just try and manage my emotions myself" "Quite often coach myself through things" "Emotional, clear, regular support" "containment"

Q3. Is it important that you have access to practice/professional supervision, in addition to managerial supervision, or can they be provided in one model?

Although participants had limited knowledge of PRS, they were not reporting high levels of management supervision either but were clear that line management and professional supervision were different things. The participants that voiced their views on this topic all cited the need for a professional supervisor knowing the practice of the supervisee, being someone who supports regularly and is someone in whom the HT would have built up trust. One participant stated that:

"I have a tendency to go to my colleagues first, before I go to my line managers you know, for the whole plethora. Whatever I'm stuck with I would go to a colleague first and I think it's because the relationships there are what they are." (HT7)

The main reason for keeping management support and professional supervision separate seems to be the lack of trust built up over time with management, or the sense of being judged in your role and therefore it would be difficult to be honest and open, as required in supervision.[20]

Q4. The Creation of a Supervision Framework

Participants were shown five models of supervision as identified in the literature and discussed in Chapter 2, section 2.3. Two of these models had already been discounted - one aimed at developing counselling and therapeutic skills and the model based on Management Supervision, as this had been discounted by participants earlier in the workshop as discussed above.

Q4i. What are the Pros and Cons of Each of These Models?

The remaining three models were shared with participants in some detail and their comments recorded on each one. Table 17 below provides a summary of their feedback:

Table 17

Participant feedback on three common models of supervision

	Pros	Cons
Process Model	None were provided	• Because the model has the client at the centre, you could feel guilty bringing an issue that was not client centred. • Sometimes the issues might be personal, or community based and not client centred. • Because it's about the impact and outcomes for the client there is possibly a performance element implied rather than the well-being of the supervisee. • Need to place the supervisee at the centre. • A lot rides on the supervisor. If they've got things, going on in their own life, then their relationship with the supervisee is affected which then in turn can affect the relationship between the supervisee and the client. (HT10) • The model suggests that the supervisor would be an expert. But there is no intervention indicated from the supervisor to the supervisee. Sometimes you do need guidance and advice.
Integrated Model	I wouldn't necessarily disagree with what's around the outside. In terms of a case, I can see where that would work with them (social work)	• It should be the person that's being supervised that's in the middle. • Where is the person at the centre of this? I don't see it. • It doesn't make much sense to me. Confusing. Can't read it at all • This model does work, but you feel like a cog in a machine. Unless your quite active as a supervisee, you don't get heard within it. • It misses the emotional aspect of the work.
Relational Model	The supervisor as a role model - understanding the work of the supervisee Its suits the context of education more than the other models	• The emotional and psychological element is missing • Doesn't seem equal. More hierarchical between the supervisor and supervisee.

There were very few positive statements about any of these models and while the participants could see the value for other professional groups adopting the models e.g., social workers, they voiced a strong need for the supervisee to be placed at the centre of any model used within education, to support their wellbeing. This is very different to most models or frameworks used, where the client is the focus of the work and discussion. The shared strength of feeling can be seen in the comments in the table above, but also in additional comments made by various participants.[21]

Analysis of the additional comments made indicated the need for the model to ensure equality and not be hierarchical.[22] There was also an appreciation of the need for the supervisor in any model to have experience and empathy with the supervisee, possibly to ensure trust in the process or a sense of containment for the supervisee.[23]

Q4ii. What type of supervision would you benefit from and why? Individual, Group, Peer

Although HTs use their peers to provide a range of supports, as highlighted in Table 15 above, there was some reservations about Peer Support being the sole focus of supervision.[24] One HT however spoke in favour of peer support processes and reflected on a wellbeing group that had recently been set up in their Associated School Group based on Nancy Kline's *Time to Think* process (Kline, 2021).

Overall, the preference was for individual supervision, but there was merit seen in all three forms. One HT very clearly identified the need for trust within supervision and so their preference was for an individual approach on that basis[25], which was further supported by another participant.[26] Others were open to all three possibilities, depending on the situation and context.[27]

Q4iii. What might be the advantages and disadvantages of uni-professional and multi-professional supervision for you? Which would you prefer?

Most of the responses to this question highlighted the preference for supervision to be provided by someone with a background in education who understands the role of the HT.[28] Although gaining a different perspective was acknowledged as being helpful at times.[29]

Q4iv. Do supervisors and supervisees require skills training?
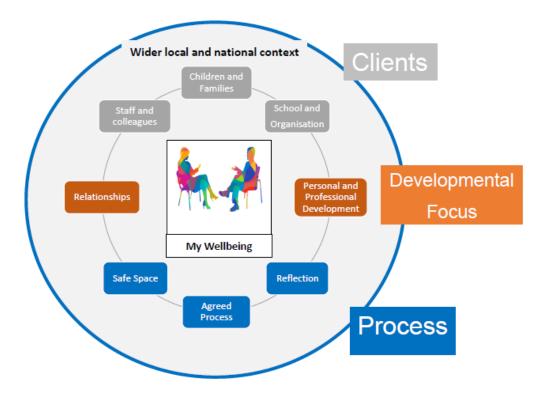
The few views that were expressed as a response to this question confirmed the need for an awareness of what supervision was, to be available to future participants, as this then can prepare them for engaging in the process.[30]

Q4v. Do you still think you would benefit from professional, reflective supervision?

The participants unanimously concluded that PRS could be of benefit to them in supporting their wellbeing and wanted to engage further in the research while receiving supervision, to check if this was the case.

Based on the feedback provided for all parts of Q4, a graphic was created to summarise the component parts of a framework for supervision that might work well to support HTs in schools (Figure 14).

Figure 14

Component Parts of a Framework for Supervision in Education

5.7 Limitations and mitigations

Again, the fact that only 75% of participants engaged in this part of the study, meant a slight reduction in the representation. The fact that two HTs attended who were not able to make the first workshop and two who had been in the first workshop were not able to make this one, lead to some inconsistency and a need to rehearse some of the information provided previously. However, there remained representation from across the LA area and good attendance from both primary and secondary sectors. This was also an engaged group of HTs who were keen to discuss the issues raised and many responses were provided to the questions set.

Had face-to-face meetings been allowed at the time, a more interactive and engaging workshop could have been planned, especially for the teaching elements of this workshop. This may have stimulated more discussion. However, this also may have

further reduced attendance and would have been difficult to transcribe and keep to time. The trade off in this case probably worked well for this research.

5.8   Follow-up

Following this workshop, the graphic created as a draft framework for supervision (Figure 14 above), was circulated to the participants to check that the various elements of a supervision framework co-created with them, had all been included. They were also asked to confirm if they still wanted to participate in the research, by engaging in Study 3. As all indicated that they did want to continue their engagement, they were provided with the Participant Information Sheet and Consent forms relating to Study 3 (Appendix 15).

Engeström (1999) highlights the importance of the DWR researcher having on-going involvement in the change process, working with professionals to turn ideas into practice. The researcher-practitioner continues to be involved in strategic development and planning and working drafts of new processes and systems are used as evidence of impact for the research. Moving from the co-creation of a framework for supervision, to the delivery of supervision sessions based on this framework and evaluation of the same, took this research into a trial intervention phase which is reported on in Chapter 6.

CHAPTER 6 - Study 3

6.1 Study aim

The main aim of this study was to evaluate the effectiveness of supervision in supporting the wellbeing of HTs, using qualitative and quantitative data from self-report surveys completed by the HT participants and through two final workshops conducted following the provision of supervision.

6.2 Study design

This study was conducted through six supervision sessions each lasting one hour. This has been found to be the optimum frequency and duration for effective supervision (White & Winstanley, 2010). Two final one-hour workshops took a focus group approach (one for each set of participants). A detailed discussion of why a focus group format was chosen is provided in Chapter 3. A Microsoft PowerPoint presentation (Appendix 16) and Google Jamboards (Appendix 17 and Appendix 19) were used to structure the focus group discussions as they required engagement with the subject matter and active participation.

Each supervision session took place between an EP, in the role of supervisor and a HT, in the role of supervisee. The final workshops were arranged for the HTs and EPs separately, so that they could focus on the process of supervision from the point of view of their specific roles. Although engaged in the same task, the supervisees and supervisors would have different perspectives on the supervision sessions delivered (Zarbock et al., 2009) and it was considered that participants would be more honest about their experience in supervision without those they were teamed with being present. The workshops gathered information on the process of the supervision delivered, what had been successful and what had worked less well. This information then informed practice guidance on supervision that can be used in the LA in the future. These discussions considered the process of the supervision and <u>not</u> the content discussed, which remained confidential to the participants.

To ensure the EPs were familiar with the framework created in Study 2, I provided a brief training session that set this framework within the context of supervision already understood by this professional group (Appendix 18). The individual EPs and HTs were then paired together and asked to agree times for six supervision sessions based on the agreed framework, using a contract to set some parameters around these sessions (Appendix 20). Although participants were asked to contract to attend six supervision sessions, they were able to withdraw at any time.

The delivery of supervision enabled the HTs to experience the framework for supervision agreed in Study 2. Supervision sessions were delivered monthly. The sessions were confidential and took place on-line using Microsoft Teams with participants asked to join the sessions from a private space/office, where they could talk freely and would not be overheard or interrupted by others. With the restrictions on face-to-face meetings and social distancing in place across the LA at the time due to the COVID-19 pandemic (Scottish Government, 2020a), HTs were all used to attending meetings and engaging with EPs on-line.

No matching was undertaken as there is no conclusive evidence that matching in relation to personal characteristics impacts on the supervisee satisfaction of the supervision delivered (Cheon et al., 2009). However, there is some evidence that role ambiguity can lead to conflict in the supervisee/supervisor relationship (Nelson & Friedlander, 2001) and so EPs were paired with HTs who they did not know or normally did not work with, so that there would be no confusion about the role they were undertaking as supervisor.

6.3   Participant selection

HT Recruitment

The 12 HT participants recruited to participate in Study 1 and Study 2 were offered the opportunity to participate in Study 3. There was no requirement for this group of participants to be involved in the third part of the research. However, 10 of the 12 HTs involved in the earlier workshops indicated their wish to continue in this study,

which is perhaps an indication of their level of interest in this topic and their belief that it was an important area of study for them individually and as a group.

For the detail on participant selection of school senior managers/HTs, please refer to Chapter 3.3, .

EP Recruitment

The sampling of EPs as participants in this study was purposive (Palinkas et al., 2015). Participants needed to have the knowledge and appropriate level of skill to be able to provide PRS to HTs. They also needed to have an interest in this area of work and the time in their scheduled workload to be able to commit to provide six sessions of supervision to the HT participants allocated to them.

At the time of the study I was not a member of the senior management team within the LA or within any school and had no line management responsibility for any of the HT participants. However, I was the line manager for the EPs and so the issue of coercion had to be considered in relation to EP participant recruitment:

> Employees who participate in employer-based research are vulnerable participants due to their susceptibility to coercion or undue influence in the work environment.
>
> (Resnik, 2016, p. 15)

There was no opportunity to employ an independent researcher for this work and so EPs could have felt that they had to engage in the study to support the Service manager (Tracy & Robles, 2010; Resnik, 2016). It was important to recognise this potential source of influence on the decision making of the EPs and to take steps to limit any possibility they may feel coerced into participating (Barker et al., 2002). The initial invitation to participate in the research came from a generic e-mail, rather than a personal e-mail to each EP. EPs were asked to discuss their interest with their line manager (not the Principal EP) in the first instance, who could check they had the time to engage with the research. It was made explicit in the initial generic e-

mail, in the conversations with line managers and in the participant information that there was no obligation on any member of the Service to participate (Appendix 15).

All 15 EPs within the LA service were invited to note an interest in participating in Study 3. It was considered that in terms of current workload, it would not be appropriate for an EP to support more than two HTs and so between six and 12 EPs were required to support the 12 HTs who potentially could have participated. Nine EPs expressed an interest in participating in the study and eight eventually were able to offer sessions. This meant that all HT participants were able to be offered supervision and participate in the study.

6.4   Data collection

The qualitative data collection in this study was deductive in nature. The hypothesis was that providing supervision to the HT participants would impact positively on their wellbeing. Monthly questionnaires were used to measure wellbeing and information on the experience and the effectiveness of supervision was gathered at the end of the study by questionnaire.

At the end of the six sessions, the final DWR Workshops and focus group discussions were undertaken with the HTs and the EPs separately, to evaluate the process from the perspective of both supervisors and supervisees. However, not all participants were able to attend. Of the 10 HTs who received supervision, 7 attended the final workshop (70%). Of the 8 EPs who delivered the supervision sessions, 6 were able to attend the final workshop (75%), (see Appendix 3). Each group of participants were asked questions about the impact and suitability of the following aspects:

- The initial training
- Supervisor-supervisee relationship
- The contract (agreement made regarding times, sessions, etc)
- The structure of the sessions
- The ease of use of the on-line platform for this purpose

The workshops were recorded and transcribed for the purposes of analysis, with comments and contributions made by the participants being anonymised (Appendix 21 and Appendix 22). The transcriptions were checked independently before the analysis was undertaken. For Workshop 3, there was a 0.1% error rate and 12 words required to be corrected. For Workshop 4 there was a 0.15% error rate and 15 words required to be corrected. Google Jamboards were able to be used as a means of gathering individual views concurrently and anonymously (Appendix 17 and Appendix 19).

6.4.1   Instruments used

Before the first supervision session, the HT participants were each asked to complete the *Wellbeing Measurement for Schools Staff Survey* (Appendix 23). This provided a baseline measure for each participant. This Survey has been developed by the Child Outcomes Research Consortium (CORC) and the Evidence Based Practice Unit, both based at the Anna Freud National Centre for Children and Families, which is a national centre for excellence in supporting the mental health of children, young people, staff and families. This survey is used as part of the *5 Steps to Mental Health and Wellbeing* in England (Anna Freud Centre, n/d) and has been used in a variety of schools across the UK.

The questionnaire is split into three sections. The first being the short form Warwick-Edinburgh Mental Wellbeing Scale (WEMWS) (Tennant et al., 2007; NHS Health Scotland, 2008; Stewart-Brown et al., 2009). This is a uni-dimensional scale created to measure wellbeing among the general population through a series of questions about positive actions and feelings that are generally associated or attributed to wellbeing. Reliability and validity measures for the WEMWS is high (Tennant et al., 2007; Stewart-Brown et al, 2009). It correlates well with other measures of mental health and wellbeing e.g., the Satisfaction with Life Scale (Diener et al., 1985) ($r = 0.73, p < 0.01$), with a test-retest reliability at one week of 0.83 ($p < 0.01$) (Tennant et al., 2007, p. 9). It can therefore be used in research to provide a measure of wellbeing in relation to a specific intervention. The short form comprises seven

questions that provide a wellbeing score that can then be translated to a converted score and compared with national averages (Ng Fat et al., 2017).

The second section of the *Wellbeing Measurement for Schools Staff Survey* comprises 10 questions that comprise a 'Perceived Stress Scale', with higher scores indicating higher levels of perceived stress. This scale was designed to measure an individual's appraisal of their own levels of stress, which is correlated with unhelpful practices that may support ill-health (Cohen & Williamson, 1988). Asking questions about life events that have occurred in the previous month, the Perceived Stress Scale provides information about stressors that may still be impacting on the individual (Cohen et al., 1983) and so was a helpful tool to use in this study, to gather information over time.

The final section comprises a further eight questions that are more qualitative in nature, formatted with forced choice options. These questions provide information on a wider interpretation of 'Wellbeing' and can identify movement towards behavioural changes and goals over time.

A blank survey was sent to each HT participant monthly, enabling any changes in reported wellbeing to be tracked. They were completed and returned anonymously by post for collation and recording (Appendix 24), with a 70% return rate recorded (i.e. 42 out of 60 possible returns were received). Participants were provided with a code number by a clerical assistant, who collated the returns, so that I was not aware of who the individual responses were from. Individual scores were then able to be summarised and considered in evaluating the wellbeing of the HTs.

After the last supervision session and the final workshops were completed, each HT participant was also asked to complete *The Manchester Clinical Supervision Scale* (MCSS) (Winstanley, 2000) as a measure of overall satisfaction with the provision of supervision (Appendix 25). This was completed anonymously, in a similar way to the monthly wellbeing surveys, with the aim of highlighting where tensions, pressures and positive impact might appear in the supervision process.

The MCSS was developed from practical experience in delivering clinical supervision with a variety of practitioners (Winstanley, 2000). It is now used widely in research as a measure of effectiveness in supervision. Using the Rasch Uni-dimensional Measurement Model (RUMM) 2030 software, the validity of this questionnaire was reconfirmed in 2011 (Winstanley & White, 2011). At this stage, the original questionnaire was reduced from 36 to 26 questions as the statistical validity was shown to be maintained with fewer items (0.94 Spearman correlation). However, there is a cost to using the shorter version and so the 36-item scale was used for this study.

The factor analysis carried out on the MCSS indicated a 7 sub-scale factor structure, reflecting the normative, formative and restorative components proposed for supervision (Inskipp & Proctor, 1993). Test-retest reliability scores were reported to be consistently above 0.9 on the subscales (White & Winstanley, 2010). However, some of the subscales have fewer questions than others and the authors therefore recommend using the total scores as a measure. On the 36-item scale, effective supervision is indicated by total scores greater than 136, from possible scores ranging from 36-180 (Winstanley, 2000).

6.5 Method of data analysis

The data from the questionnaires were recorded by the clerical assistant on a spreadsheet as they were returned from the HTs. I then checked the data recording. The data sets could then be analysed for both individual participants and collectively. Because the numbers were small (in total only nine participants returned questionnaires), and the timeframe represented by the questionnaires was relatively short (only six months), it was considered that inferential statistics would not provide any statistical differences and so descriptive statistics alone would be most appropriate to analyse the quantitative data gathered. Raw data and, where appropriate, mean scores, are provided below.

Several methods of analysis were considered to organise and interpret the data from the final set of focus groups in this study. The goal was to identify patterns in the data and to describe and interpret those patterns. The decision to use Qualitative Content Analysis is as discussed in Chapter 3, section 3.3.5.

The responses to the questions on the Jamboards in both Workshop 3 and Workshop 4 were able to be reported, analysed and quantified as provided by the participants. These are reported below in Section 6.6. The wider discussion was considered by myself and an EP colleague, and several themes were identified from the transcripts, as noted below in Table 26 (Workshop 3) and Table 30 (Workshop 4). The transcripts were then analysed independently by myself and EP colleague who colour coded the data to categorise under each of the given themes. We then came together to compare analyses and resolve any disagreements in relation to categorisation. For Workshop 3 there were 130 comments coded and disagreement with 5, that were resolved through discussion. This provided an inter-rater reliability score of 96.2%. For Workshop 4 there were 120 comments coded and disagreement with 4, that were resolved through discussion. This provided an inter-rater reliability score of 96.7%. The high level of inter-rater reliability is likely to have been influenced by both researcher and EP colleague having a knowledge and interest in the topic and collectively agreeing initial themes for coding.

6.6   Results
6.6.1   Results from monthly wellbeing questionnaires

Nine of the ten HT participants returned questionnaires monthly, although one only returned the first questionnaire, at the start of the process (see Table 18 below). Trend data is therefore available for only eight participants.

Table 18

Monthly Wellbeing Measurements

Monthly Wellbeing Measurement for HTs Section 1a - Scores on the Short Warwick/Edinburgh Metal Wellbeing Scale (Q1-7)						
	Month 1	Month 2	Month 3	Month4	Month 5	Month 6
Participants	Converted Score	Converted Score	Converted Score	Converted Score	Converted Score	Converted Score
HTA	22.35	22.35	No return	23.21	No return	23.21
HTB	19.98	23.21	24.11	25.03	25.03	24.11
HTC	20.73	20.73	20.73	25.03	24.11	18.59
HTD	No return	No return	No return	No return	No return	No return
HTE	18.59	16.88	18.59	20.73	16.88	22.35
HTF	21.54	21.54	23.21	No return	24.11	19.98
HTG	17.98	No return	No return	21.54	No return	19.98
HTH	18.59	No return	18.59	25.03	19.25	19.98
HTI	20.73	No return	No return	No return	No return	No return
HTJ	24.11	17.98	20.73	19.98	19.98	22.35

Higher Scores = Higher Levels of Wellbeing. Average adult converted score in England = 23.61 (range 21.54-26.02) (Ng Fat et al., 2017). Reported wellbeing scores lower than the average range that includes 75% of the general population, are indicated by scores < 21.54. All other scores are within the average range.
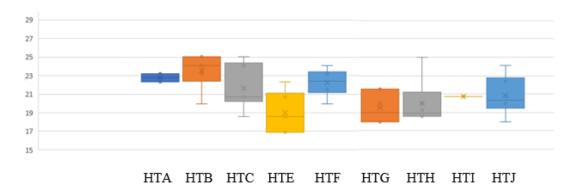
The wellbeing scores identified through the first section of the monthly questionnaire indicated that in the main, this group of HT participants reported lower than average levels of positive wellbeing. 25 out of the 42 returns received were below the average range (59.5%), as noted in Table 18 above. HTA maintained their positive wellbeing throughout the study and HTB indicated improved wellbeing from their baseline score.

Box Plots have been used in Figure 15 below to demonstrate the variability in scores reported by most participants across the months. Box Plots provide visual representations of the distribution in scores, rather than a simple count or mean score (Lane & Sandor, 2009). The mean score is indicated by 'x' and the median, by the horizontal line inside each box. The 25th and 75th percentiles are shown as the bottoms and tops of the boxes, and the minimum and maximum values are shown as the small horizontal lines or 'whiskers' below and above the boxes. This type of

display can be used with as few as five data points (Krzywinski & Altman, 2014). For HTA, HTG and HTI, this was not the case, but these Box Plots are included. The distribution of scores gives no clear indication that wellbeing was directly impacted by the intervention of supervision and demonstrates the variability in wellbeing scores between the HT participants.

Figure 15

Box Plot display of the variation in SWEMWS converted scores for HTs over six months

The variation may be due to several factors. During the study, HTs will have experienced a variety of pressures within their personal or professional lives. The study also spanned two school terms, with additional pressures in the busy summer term relating to end of year transitions. Over such a short time frame and with a small cohort, the variation might be expected.

The variation does demonstrate however the need to be aware of the dynamic nature of wellbeing as measured by the SWEMWS. Taking a simple pre and post intervention measure would have missed the variation in the intervening months and provided an inaccurate picture of HT wellbeing. Having six data points does provide data over time. However, to claim a trend in this data, there would have to be at least five or more consecutive data points, all going up or down (Langley et al., 2009), or 10 data points, where a general trend could be seen (Perla et al., 2011). The variation in data does not provide empirical support for the effectiveness of the intervention provided.

The second section of the monthly questionnaire provided information on the levels of perceived stress for each participant (Cohen et al, 1983), as can be seen in Table 19 below. This indicated that in large part this group of participants reported moderate levels of stress, with one participant (HTE) tipping into high levels of stress in month five and one participant, (HTJ) generally reporting low levels of stress.

Table 19

Scores for Perceived Stress Scale

Section 1b - Scores for Perceived Stress Scale (Q 1-10) Higher Scores = Higher Levels of Perceived Stress								
Low level = 0-13 Moderate Level = 14-26 High Level = 27-40								
Participants	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Mean	Median
HTA	16	17	No return	19	No return	17	17.25	17
HTB	20	14	16	8	12	14	14	14
HTC	19	16	16	10	10	17	14.67	16
HTD	No return	No return	No return	No return	No return	No return	n/a	n/a
HTE	25	24	25	20	27	24	24.17	24.5
HTF	14	12	14	No return	12	22	14.8	14
HTG	26	No return	No return	21	No return	21	22.67	21
HTH	26	No return	19	20	22	19	21.2	20
HTI	22	No return	No return	No return	No return	No return	22	22
HTJ	10	16	11	11	12	10	11.67	11
Mean	19.78	16.5	16.83	15.57	15.83	18		
Median	20	16	16	19	12	18		

The third section of the questionnaire was more focused on the things that impact wellbeing, both positively and negatively. In these questions, participants had a forced choice, with an 'other' option, which was seldom used. The total number of responses for each answer can be found in Appendix 26, with a summary of the main responses provided below in Table 20. There were 42 returns in total. As above, some participants provided a response each month, but others did not and so the frequency of response will be influenced by those who completed questionnaires most often. However, there remain clear patterns in the data.

Table 20

Addressing Wellbeing

Questions	Number of responses for each possible answer
My work has a positive impact on my mental health and wellbeing	3 x Not at all 39 x some of the time or often
In my school, staff are encouraged to speak openly about their mental wellbeing	1 x Disagree 41 x Agree or strongly agree
In my school we have a MHW policy in place, which includes the wellbeing of staff	5 x No for the whole period 4 x Yes from the first response or underway
Have any of the following caused you to feel stressed or unhappy at work over the last 2 weeks (Most popular responses)	54 x Workload / Admin tasks and work-life balance 34 x Relationships with parents / colleagues / SLT 23 x Accountability (including performance, test scores, inspection) 20 x Pastoral concerns relating to pupils (2 x I have not felt stressed at work)
If I felt stressed or worried at work, I would be most likely to seek help from	27 x A colleague in a similar role to myself 26 x A friend or family member who does not work at my school
If I approached my manager about my mental wellbeing, I am confident that I would be well supported	25 x Agree or Strongly agree 16 x Disagree or Strongly disagree
My school senior leadership team takes active steps to support the mental wellbeing of all staff	38 x Agree or Strongly agree 3 x n/a (don't have an SLT)
Which of the following types of initiative do you feel would be most valuable to improving your mental wellbeing at work?	46 x Reduction in workload or working hours 27 x More/better supervision from managers 25 x Peer support

Only two participants responded that their work did not have a positive impact on their mental health and wellbeing and at other times, their responses indicated that it did, for some of the time. Participants can obviously see the benefits they receive from their work, even though there may be several issues that impact negatively upon them. For five of the participants, their work was consistently reported to have a positive impact 'some of the time' or 'often' across the time of the study.

In the main, there were open conversations on mental health and wellbeing reported within schools, with only one response indicating that in that month, they did not feel this was the case. That said however, very few of the schools represented by the participants had a mental health and wellbeing policy in place that included staff mental health and wellbeing and only one was completed during the period of the study, possibly prompted by the discussions they were having.

The reported sources of stress for the participants were similar to that reported in the research cited in Chapter 2, with workload, administrative tasks and accountability being reported most frequently. The emotional toll from relationships with parents, pastoral concerns relating to pupils and relationships with colleagues were also frequently cited as sources of stress. However, two different participants had one month when they did not report stress at work.

As reported in Study 2, the questionnaire returns confirmed that when they felt stressed, participants were most likely to turn to other HT colleagues or family and friends for support. There were only nine responses indicating that line managers were considered a form of support and only five of the participants mentioned their line managers in any of their responses. This may be related to the fact that only 16 responses indicated that the participants were confident their line manager would support them. Indeed, although HTJ and HTE reported that they would seek support from their line manager, both stated in their responses that they did not feel they would get support from them. The opposite was the case for HTF, HTG and HTH, who did not cite their line manager as a source of support for their stress when asked who they would go to but did agree that their line managers would be supportive of them if they did.

In the main, the participants indicated that the senior leadership teams in their schools take active steps to support the wellbeing of staff. However, this was a group of senior leaders and to check the accuracy of this, other staff members would have to be canvased.

The final question asked about initiatives that might provide some buffering for the effects of stress in the workplace. Most likely influenced by the discussions and experience this group of participants had previously had in relation to reflective supervision, this was suggested as a possible support on 27 responses, only being outscored by a reduction in workload that was mentioned on 28 responses. 'Peer support' remained a highly valued source of support, with 25 mentions. This was followed by some of the practical steps to create time such as 'limiting working

hours' (18 responses) and providing 'time off and flexible working schemes' (15 responses). There were only six responses suggesting that "increased information, training and awareness about staff mental wellbeing" would be helpful and these responses were provided by just two participants. HTs obviously need information, but perhaps this has been well covered in the LA and more practical supports are what HTs feel are now required.

6.6.2 Results from the final questionnaire

The responses from the final questionnaire sent to participants at the end of the research are summarised in Appendix 25. Responses were received from eight of the 10 participants. Where there was general or complete agreement (agree/strongly agree or disagree/strongly disagree), these responses are summarised in Table 21 below.

For one statement there was unanimous agreement. Participants agreed that "Supervision gives me time to 'reflect'." For one statement there was unanimous disagreement that "Supervision is unnecessary for experienced /established staff." Participants also disagreed or strongly disagreed that "Supervision is for newly qualified/inexperienced staff only". Participants therefore felt PRS would be helpful in providing time for reflecting on practice for staff at any stage in their career and is a necessary support for more experienced/established staff.

Participants agreed or strongly agreed that supervision has an emotionally supportive component as reflected by the following statements:
- "My supervisor gives me support and encouragement"
- "My supervisor is open with me"
- "I feel less stressed after seeing my supervisor"

Table 21

Responses from the Manchester Clinical Supervision Scale

	Responses from the Manchester Supervision Survey - Relating to the HT Experience of Supervision	
3.	Supervision sessions are not necessary/don't solve anything	3 Strongly Disagree, 5 Disagree
8.	My supervisor gives me support and encouragement	2 Agree, 6 Strongly Agree
10.	Supervision sessions are intrusive	6 Strongly Disagree, 2 Disagree
11.	Supervision gives me time to 'reflect'	8 Strongly Agree
12.	Work problems can be tackled constructively during supervision sessions	2 Agree, 6 Strongly Agree
13.	Supervision sessions facilitate reflective practice	1 Agree, 7 Strongly Agree
15.	My supervisor offers an 'unbiased' opinion	5 Agree, 3 Strongly Agree
21.	It is important to make time for supervision sessions	4 Agree, 4 Strongly Agree
22.	My supervisor provides me with valuable advice	5 Agree, 3 Strongly Agree
23.	My supervisor is open with me	4 Agree, 4 Strongly Agree
25.	Supervision is unnecessary for experienced /established staff	8 Strongly Disagree
26.	My supervisor puts me off asking about sensitive issues	6 Strongly Disagree, 2 Disagree
27.	My supervisor acts in a superior manner during our sessions	7 Strongly Disagree, 1 Disagree
28.	Supervision is for newly qualified/inexperienced staff only	7 Strongly Disagree, 1 Disagree
29.	Supervision makes me a better practitioner	5 Agree, 3 Strongly Agree
32.	I feel less stressed after seeing my supervisor	5 Agree, 2 Strongly Agree
34.	I can widen my skill base during my supervision sessions	7 Agree, 1 Strongly Agree
36.	I think receiving supervision improves the quality of care I give	7 Agree, 1 Strongly Agree

The relationship between supervisor and supervisee has been found to be important for successful supervision as explored in Chapter 2, section 2.3.4, in relation to the 'Supervisory Alliance' (Hawkins & McMahon, 2020). This appears to have been reflected in the supervision sessions experienced by the participants who responded to the survey. They disagreed or strongly disagreed that:

- "My supervisor puts me off asking about sensitive issues"
- "Supervision sessions are intrusive" and
- "My supervisor acts in a superior manner during our sessions"

Participants also acknowledged the benefit of supervision on their practice by agreeing or strongly agreeing to the following statements:

- "Work problems can be tackled constructively during supervision sessions"
- "Supervision sessions facilitate reflective practice"
- "My supervisor offers an 'unbiased' opinion"
- "My supervisor provides me with valuable advice"
- "Supervision makes me a better practitioner"
- "I can widen my skill base during my supervision sessions"
- "I think receiving supervision improves the quality of care I give"

Responses to other statements were more varied, with participants both agreeing and disagreeing to statements regarding the emphasis placed on supervision for individuals and the different approaches to managing the process of supervision during the research phase:

- "Other work pressures interfere with supervision"
- "It is difficult to find the time for supervision sessions"
- "Fitting supervision sessions in can lead to more pressure at work"
- "I find supervision sessions time consuming"
- "If there is something I don't understand there is always someone to ask"
- "Supervision sessions are not necessary/don't solve anything"
- "Time spent on supervision takes me away from my real work in school"
- "My supervision sessions are an important part of my work routine"

Neither was there agreement on the experience of supervision:

- "I can discuss sensitive issues encountered during my work with my supervisor"
- "I learn from my supervisor's experiences"
- "I can 'unload' during my supervision session"

And while supervision may be a generally positive experience, participants did not consistently agree or disagree with statements indicating that in itself it would lead to better outcomes for pupils:

- "Without supervision the quality of pupil care would deteriorate"
- "Supervision improves the quality of care I give to my pupils"

Overall scores would indicate that participants found the supervision sessions to be effective, as measured by the total scores for the returned questionnaires. The summed scores for each question provide an overall score for each participant, with a total score of 136 being considered a measure of effective practice (White & Winstanley, 2010). Table 22 shows the variation in scores for each HT participant, ranging from 137 to 159 out of a possible 180, giving a mean score across participants of 150.25 and Standard Deviation of 9.07. Six out of the eight participants (75%) scored their experiences within a similar range, with 2 (HT6 and HT7) scoring their experience of supervision slightly lower than the others, but still above the level considered effective. Many of the questions relating to the skill of the supervisor received high scores, as noted above. Rather than their experience of the sessions themselves, some of the questions where scores were lowest for some participants, were those relating to other work pressures, finding time to build in supervision, and finding it difficult to open up and fully utilise the sessions.

Table 22

Total MSCC Scores

Participant	HT1	HT2	HT3	HT4	HT5	HT6	HT7	HT8
Total Score	158	157	150	159	158	137	140	143

6.6.3 Results from the workshop with the HT Participants (see Appendix 21 for the full transcription)

Eight HT participants were able to attend this workshop and to provide comments on the questions asked and topics discussed. At the start of the workshop a series of questions were responded to on Google Jamboards (Appendix 17). These are reported below:

Table 23

Supervision sessions attended

Number of participants	Number of sessions
5	6
2	5
1	4

Sometimes sessions were cancelled because of how busy the HT was with other priorities and the very thing that was designed to support wellbeing perhaps wasn't always prioritised because of crisis situations occurring in the school.[31]

One of the solutions therefore was to make supervision the priority:

"I think for me it was around about I need to prioritise the time to think about the bigger picture and that allowed me to prioritise that time." HT6

Q2: Was six too few, too many or just right?
Seven of the participants felt the frequency was right. One of the participants wondered whether the frequency might vary dependent on the time of year:

"It would depend on where about in the term or year we were. Some points in the year need more meetings than others"

HT8 also commented that at times of crisis, they would have benefited from having access to their supervisor, but acknowledged that "...you're not always gonna have someone right there..."

Q3: Did you get on with your supervisor?
All eight of the participants agreed with this statement.

Q4: If there was an option to continue – would you?

All eight of the participants agreed with this statement.

In the previous workshop the participants had advised on the general parameters that should shape the supervision sessions:

- They wanted the central focus of supervision to be on their wellbeing.
- Particular themes and issues had been identified as key to their role and therefore hypothesised to be potential topics for discussion in supervision.
- The participants had also requested that supervision be framed around their agenda and that there be a relationship of equals, rather than hierarchical.

The next set of questions therefore checked out if the agreed framework was what they experienced in their supervision sessions:

Q5: What themes were discussed in supervision?
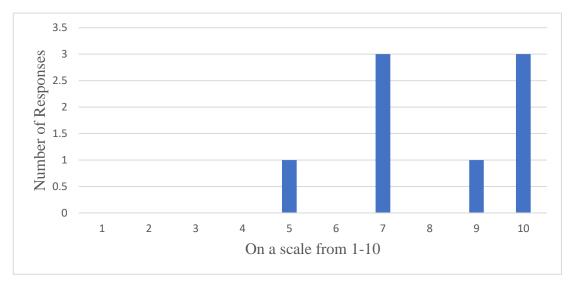
Table 24

Themes discussed in supervision

Themes identified as being important to discuss in supervision	No. of Responses
Relationships	6
Personal and Professional Development	5
Staff and colleagues	8
Children and families	6
School and organisation	6
Wellbeing	7

Q6: On a scale from 1-10, to what extent do you feel your wellbeing was the focus of the supervision sessions?

Figure 16

Was wellbeing the focus of the supervision session?

Q7: On a scale from 1-10, to what extent were you able to use the space to discuss what **YOU** brought

Table 25

Did you discuss what YOU brought?

Scale Point	1-8	9	10
No. of Responses	0	1	7

Q8: Does anything need changed regarding the model we have created?

There were only three issues that arose from this question:

- Supervision wasn't immediately available when there was a challenging issue, but it was accepted that this would be difficult to provide.
- The name 'supervision' could suggest a managerial or hierarchical process with negative connotations, which was not how the participants experienced the process of PRS. They proposed calling it 'support and supervision' instead.

- The need to be flexible around agreeing time and ensuring agreed times were protected.

Q9: What worked and what didn't?

Several themes emerged from the qualitative content analysis of the transcript of the end of study workshop with the HTs. The transcription was colour coded in relation to these themes (Appendix 21), so the content could be analysed in relation to the key successful components of the intervention and what could have been better. These themes are defined below in Table 26:

Table 26

Themes identified from the workshop discussion

Themes identified from the workshop discussion	
Timing and time commitment	Supervision wasn't always available when I needed it Using supervision to support time to reflect around specific topics/tasks that needed completed Having other things demanding your time
Building Relationships between supervisor and supervisee	Getting to know your supervisor at the outset Building trust
Being Supported	Feeling supported by the supervisor Confidential space to discuss emotionally charged issues
Planning, preparation and delivery	Finding a distraction free time in the diary to keep for supervision sessions. Training, knowledge and understanding of supervision. The use of a virtual platform.
Skill of the supervisor	Flexible, Containing, supportive, psychological skills, listening skills, able to build coherence, perspective taking, suggestions for action, objective, etc
Reflection and challenge	Space to be able to consider, discuss and reflect. Being able to have deep conversations about issues that challenge

The use of IT was seen as positive as it allowed access to sessions and flexibility when sessions had to be changed. "So being on-line has that convenience that we wouldn't have had before. So that just might make this more possible than it would've been in the past." HT8. However, HT8 also noted the danger in being

distracted by work on your computer "you do have half an eye on what's going on. What's sort of ticking along there on your emails."

The skill of the supervisor was highlighted frequently as vital to this process, with agreement that anyone acting in this role must be trained and experienced in order to do it well. "But certainly, having someone with the expertise and the knowledge and understanding to talk me through things that I was processing and how I was processing them. That was, that was unique." HT7

Skills that were valued included listening,[32] reflecting,[33] as well as being able to offer guidance and support that extended the knowledge of the participant.[34]

Having someone who understood the education system was confirmed as being helpful and having a supervisor who did not know the personalities involved in the specific situation in which the participant worked, was also helpful.[35] This confirmed the benefit of having an EP as supervisor who doesn't normally work with the HT.

The supervision sessions were offered by EPs, but the participants were asked who they felt could or should ideally offer supervision. In general, they felt that EPs were a good match for the skills they felt were necessary.[36]

6.6.4   Results from the workshop with the EP participants (see [Appendix 22](#) for the full transcription)

Six EP participants were able to attend this workshop. Between them they had provided the supervision for eight of the HTs who had engaged with the Study. At the start of the workshop a series of questions were responded to on Google Jamboards ([Appendix 19](#)). These are reported below:

Q1: How many sessions did you manage?
One participant managed all six with two HTs.
Four participants managed five out of six (relating to five HTs) (one had arranged a final supervision session later that day).

One participant managed four out of six.

Q2: If all six were not completed why not?

One EP had been ill when the process begun and so ran out of time to provide the 6th session to their HT. All other cancelled or rescheduled sessions resulted from the HT participant being ill with COVID or being too busy with other priorities.

Q3: Did you get on with your supervisee?

All participants said "yes" to this statement.

Q4: If there was an option to continue – would you?

All participants agreed with this statement.

Q5: What themes were discussed in supervision?

Table 27

Themes discussed

Theme	No of Responses
Relationships	6
Personal and Professional Development	5
Staff and colleagues	8
Children and families	6
School and organisation	6
Wellbeing	7

Q6: On a scale from 1-10, to what extent did you feel wellbeing was the focus of the supervision sessions?

Table 28

Was wellbeing the focus of the sessions?

Was the Supervisee's wellbeing the focus of the supervision sessions?										
Scale	1	2	3	4	5	6	7	8	9	10
No of Responses	0	0	0	0	0	1*	3	1	1	0

*"Would be 10 but sometimes it was proxy discussion of wellbeing of others and indirectly about HT"

Q7: On a scale from 1-10, to what extent was the supervisee able to use the space to discuss what **THEY** brought

Table 29

Did the supervisee discuss what THEY brought?

Was the supervisee able to use the space to discuss what THEY brought?				
Scale	1-7	8	9	10
No of Responses	0	2	4	0

Q8: Does anything need changed regarding the model we have created?

There were only two comments made in relation to the framework. One that confirmed that what was delivered conformed well to the model provided, indicating that this seemed to work intuitively for the EP. This was further confirmed by the second comment from EP1, who reported "The model worked OK for me. it was enough to provide a framework and ideas, but not restrictive at all."

Q9: What worked and what didn't?

Several themes emerged from the analysis of the transcript of the end of study workshop with the EPs. The transcription was colour coded in relation to these themes (Appendix 22), so that the content of the transcript could be analysed in relation to the key successful components of the intervention and what could have been better. These themes are defined below in Table 30:

Table 30

Themes identified during the workshop

Timing and time commitment	Timing in the school term/year Finding a time/space that wouldn't be disturbed Workload and competing priorities
Building Relationships between supervisor and supervisee	Building trust Developing a relaxed relationship
Being Supported	Providing direct support to the supervisee
Planning, preparation, and delivery	Using a contract initially and agreeing dates in advance General planning and preparation The use of a virtual platform
Skill of the supervisor	Flexible, Containing, supportive, psychological skills, listening skills, able to build coherence, perspective taking, suggestions for action, objective, etc.
Reflection and challenge	Space to be able to consider, discuss and reflect Being able to have deep conversations about issues that challenge

As with the HT participants, the EPs were pleasantly surprised that providing supervision on-line seemed to work well. For all EPs their experience of both providing and receiving supervision, up until their experience during the global pandemic, had been face-to-face. The sense that you had to be "...there in the room with people." (EP1) was the norm. EP1 provided a possible explanation for this however, stating that "But actually, and maybe it was just because we were all used to working on-line by the time we started it, we were able to kind of do it and it didn't feel too strange at all. I was quite surprised that it didn't feel odd." This was a feeling shared by other participants also. [37]

In relation to support for HTs of rural schools in fact, delivering supervision on-line possibly enabled several participants to sign up for this study as travel was reduced and so provided some equity of opportunity.

Planning and having times that were distraction free allowed this support to be prioritised and several EPs reported either early morning or late afternoon sessions being requested by their supervisees. If the EP was flexible in organising their diary this provided more scope for the HT to find suitable times. It was noted however that this intervention was aimed at supporting wellbeing and to do that, HTs were scheduling this in at the end of a busy day, so that they would not be disturbed. As with the implementation of any new approach, supervision was perhaps not yet proven as a support to some HTs and therefore not yet valued as something to which they would dedicate core time (Fixsen & Blase, 1993).

There had been several examples of the heavy workloads noted through the testimony of HTs in the previous workshops. These competing priorities came through in this workshop too as HTs sometimes had to cancel supervision sessions, even though the rationale for the sessions being offered was to support staff with their workload and the emotional content of this.[38]

Talking about one of the HTs that was being supervised and the benefit of supervision for him, EP3 quoted part of a conversation they had during one session:

> "...he said 'My job is to absorb and absorb and absorb and now I'm sitting here on Friday afternoon. I have to go home for the weekend.' I think it's something about shepherding the shepherds here, carrying the can carriers. Not just that they have a difficult job because I would make a case that our Early Years Practitioners have the hardest job within education. But it's the can carriers who have to carry the can and they have no opportunity to put the can down for half an hour and we do provide that through supervision." (EP3)

Having the skill and experience to provide supervision was noted by the participants in this workshop and it was noted that not all EP colleagues would be able to offer these sessions, and neither would they want to. In relation to the process of supervision, having a knowledge of psychology, of systems and of the process and

consequences of distress, were all considered important aspects of the dialogue with supervisees, along with the ability to engage in active listening.[39]

Similar to the feedback from the HTs, the EPs felt that having a knowledge of schools, but not actually being part of the school system was a helpful position to be in. It provided a knowledge of the language used by HTs and an understanding of the context in which they work. However, it also provided a distance from the actual issues that allowed them to provide a different perspective and some objectivity during supervision.[40]

Supervision works both ways and supports the development of the supervisor, as well as the supervisee (Carrington, 2004). This was found in the testimony of the EPs who were in the role of supervisor for this study and were able to reflect on some changes in their own practice, but also the enjoyment of engaging with colleagues through supervision.[41]

6.7   Follow-up

An output from the various discussions with both HTs and EPs was the creation of a Framework for Supervision with associated Practice Guidance (Appendix 1).

Information on the process of supervision and the various elements that supported the framework were gathered from this study. The HT participants were able to provide an insight into the effectiveness of the framework they advised on in Study 2, by experiencing it in this study. The survey results provided further information as to the effectiveness of supervision in supporting the wellbeing of the HT participants. The feedback from the EPs provided information on the content of the guidance for those providing supervision to HTs in the future.

This Framework and guidance were circulated to all EP participants following the conclusion of the study for further comments to be made prior to the documents being finalised.

6.8 Limitations and mitigations

This study pulled together various strands from the previous two studies and was helpful in confirming some of the previous views provided by the HTs.

The quantitative data from the MCSS showed the perceived effectiveness of supervision. The questions asked were specific to supervision as a process, rather than a particular professional group, and so even though it has been standardised for use with Nursing and Allied Health staff, rather than teachers it did seem appropriate to the task in this case.

The variation in wellbeing data was not helpful in showing trends over time, but clearly showed the impact of wellbeing across the 6 months of this study and how HT wellbeing is impacted by different events throughout the year. Rather than negate the need for PRS, this perhaps strengthens the case, as regular support can mitigate potentially unknown or unplanned stressors in the system.

It was disappointing to not receive a complete data set of survey responses from the HT participants. However, the decision was made not to pressure them to return the surveys, especially as this was a study to investigate HT wellbeing, which can be impacted by workload. In large part however, the HTs who engaged with the supervision sessions, also returned the monthly surveys and end of study questionnaire and it was pleasing to have such a high level of commitments from this group of participants, who by the end of the study had been asked to dedicate many hours to the research overall. This perhaps demonstrates the importance they placed on this topic and their wish to influence further discussion about the provision of PRS in the LA.

CHAPTER 7 - Analysis and Discussion

This chapter provides an analysis of the results reported in Chapters 4-6 and a discussion of their implications. There is a brief discussion relating to each of the three studies within this research, as well as more general conclusions drawn from overarching themes within the research findings.

7.1   Overview of the research

This research investigated the perceived benefits from engaging in regular PRS by HTs, while also investigating the barriers that may explain in part why this type of support has not been consistently provided to date. These issues were considered in an iterative process through a series of DWR workshops (Engeström, 1987) that gathered both qualitative and quantitative data through three separate studies. In adopting a solution focused approach (de Shazer, 1985), I was able to take the stance of 'not knowing' (de Jong & Berg, 2013) in the workshops and to facilitate the collation of data from a series of questions aimed at identifying the current pressures and priorities for HTs in schools. Participants were also asked to consider if the offer of supervision could play a part in supporting their wellbeing and if so, what form this should take.

The first workshop was exploratory in nature and provided a great deal of information from the group discussion. The subsequent workshops were shaped by information gathered from earlier parts of the research and explored the issues raised by the HTs themselves. This constructivist approach allowed key principles to be established which then provided the framework for a process of PRS that was used for the provision of up to six supervision sessions. This framework was evaluated through the experiences of the participants shared in two final workshops. The outcomes of these discussions also informed guidance and documentation on the provision of PRS that is now being used within the LA in which the research was undertaken.

To accompany the guidance for practitioners (Appendix 1), an associated training module was developed for EPs providing PRS (Appendix 18) and also an information leaflet for HTs to help them in considering the benefits of this process (Appendix 28). Together, these provide the basic information required to support practitioners to develop their skills and knowledge and to engage in this process. This makes the delivery of PRS less dependent on myself as PEP in the LA and therefore more sustainable in the longer term.

7.2   Remote provision of supervision

This research took place in exceptional circumstances, during the COVID-19 pandemic. The restrictions imposed at this time in relation to social contact and travel (Scottish Government, 2020a), meant that all research had to be undertaken on-line. For some studies this would have imposed significant limitations, however for this research, the unique circumstances of the LA and the topic under discussion, were both able to accommodate the imposed restrictions with relative ease.

The LA in which this study was undertaken is in the main remote, and rural, so travelling to provide or receive a service from a centrally based specialist team can be time consuming. The HTs who participated in the initial two workshops and continued with the supervision sessions, were based in schools that covered a vast geographic area. The most remote school from the central office was almost 80 miles away and a two-hour journey. The closest school was 11 miles from the central office. It was calculated that for HTs to travel to the central office for each workshop, more than 14 hours would have been spent collectively travelling on their return journeys. The travel times alone would have reduced the interest in participating in the study and narrowed the geographic representation across the LA. Having on-line workshops enabled participation from across the LA and therefore provided a wider representation of views outwith the more urban central area.

The supervision sessions themselves were also undertaken on-line, using Microsoft Teams. This allowed EPs who were based in more rural areas of the LA, to participate in the research, without having to undertake extensive journeys to meet

with their supervisees. It enabled me to link EPs with HTs outwith their working areas and so provided an equitable starting point with each dyad having no prior relationship with each other. It also saved valuable time for practitioners, who might otherwise have found it difficult to fit the supervision sessions (inclusive of travel), into their busy work schedules.

The participants involved in the research all reported feeling comfortable and confident using Microsoft Teams for meeting as this was a familiar platform that had been used for some time because of the requirement to work on-line. Prior to the start of the first national lockdown in March 2020, the LA had invested in the IT infrastructure and all HTs and EPs had individual laptops and were familiar and confident with connecting remotely. In delivering on-line services, the EP Service within the LA was supported by the BPS guidance on digital adaptations to supervision and observations, which were updated to take account of the pandemic (BPS, 2020).

On-line provision of supervision is relatively new, but not unique. While there are benefits in relation to accessibility and reduced travel, for supervision to be effective, both supervisee and supervisor need to be familiar with the technology and comfortable with this means of communication and support (Rousmaniere et al., 2014), which was the case in this research. The context of the LA and the confidence and familiarity of the participants in using on-line communication methods overcame many of the drawbacks often cited in using VoIP for group discussion and meetings (Archibald et al., 2019; Lobe et al., 2020; Boland et al., 2022).

In less geographically dispersed LAs, PRS could more easily be delivered face-to-face. However, in all situations, time is a limited resource and so delivering PRS using VoIP may still be of benefit. Where there is less confidence in the use of VoIP, it would be recommended that access in terms of hardware, processing speed, connectivity etc. are all in place ahead of time and that practice or training be undertaken in the chosen platform, to ensure confidence in the use of these tools.

The evidence of the benefits and drawbacks of remote technology assisted supervision are largely descriptive as research studies in this area tend to use small samples and be very case focused (Varela et al., 2021). However, some qualitative benefits have been noted, especially over recent years where face-to-face contact has been much reduced, due to COVID-19 restrictions (Lobe et al., 2020; Boland et al., 2022):

> Making the assumption that the "old methods are best" may do the field a disservice by blinding us to new opportunities and alienating a younger generation of supervisees who identify with technology being integrated into every part of their lives.
>
> (Rousmaniere et al., 2014, p. 11)

7.3   Summary of research findings

7.3.1   Study 1

Analysis of the results from Study 1 indicated that the HTs in this study very much saw themselves in a leadership role, working through their staff to support children, young people and their families. They understood that their role was relational in nature and as well as supporting the creation of the vision and values within their schools, they also acknowledged their responsibilities in managing crises, which inevitably formed part of their role.

In line with other research (Collie et al., 2012; Skaalvik & Skaalvik, 2018; Lawrence, 2020; Perryman & Calvert, 2020), the HTs in this study felt the emotional load of the responsibilities in their role and understood that this has a direct impact on their wellbeing. They felt responsible in some respects for the wellbeing of their whole school community and were aware that they often supported others to their own detriment. They could see that there was a gap in provision in terms of support for themselves in their role and they were keen to consider further how this need might be met. As we started to emerge from the most acute impacts of the COVID-19 pandemic, towards the end of this research, the emotional impact on children and

young people and the increasing toll this has had on teachers was widely reported (Beattie et al., 2022), perhaps creating a stronger case for the provision of supervision.

HTs reflected on the importance and benefits of having access to computers and on-line communication, but there was also a vulnerability that they felt by this making them always visible and accessible. They felt the pressure of the demands from others and the expectations that they would respond immediately to concerns or complaint.

In a rural authority, there were tensions caused by living and working within the geography of the school community and the difficulty in finding a balance between their personal and professional lives. This was more acute in small schools, where the HT may be the only promoted member of staff and it was further exacerbated when there was felt to be limited personal support from senior managers within the LA.

Those participants who had been HTs for some time, noted the changes in their role. Some of this pressure had come from the recent impact of COVID-19. However, they also reported a growing emphasis on meeting complex needs and supporting children and families at a time when they perceived a reduction in resource to do this. This left them holding the burden of these expectations.

HTs often felt left to make decisions on their own and looked for clarity in policy and guidance to support them in their role. Where guidance was clear and especially where it had been created in partnership with children and young people, HTs felt secure in following the processes laid out. Where guidance was ambiguous however, they felt vulnerable in the decisions they made and more open to negative judgements from those outside the school. Similarly, advice and guidance from line managers was not always clear or accessible and especially where communication was limited, the HTs in this study felt isolated and unsupported in their role.

7.3.2   Study 2

HTs reported regularly taking home the stress they feel in their working life and using family and friends to provide support that they may not be able to access within the LA. While they often have established support networks among their HT colleagues, there were issues they felt they could not always discuss with them and there was a level of guilt experienced in taking up the time of colleagues who they knew were also under significant stress and time pressured. When considering the gaps in support, the HTs in this study noted the lack of a trusting culture and skilled practitioners who could provide them with the appropriate emotional support. Within this context, they could see the potential benefits of receiving PRS from an experienced colleague who was familiar with their role, with time specifically ring fenced for this purpose.

Where PRS has been provided to staff working in education previously, this often uses a model that has been borrowed from another discipline, for example, social work or clinical psychology. The HTs involved in this research considered some of these models and while they could see benefits to them, they felt that their circumstances required a model that was more clearly focused on supporting their wellbeing. They already understood one of their main aims within their role was to support the wellbeing and academic success of the children in their care and could see the consequential benefits to the children, families, and staff they worked with if they were better supported through a supervision model focused on their emotional wellbeing.

In considering this further, they identified key principles that could be embedded within a framework of support and supervision, rather than creating a prescriptive model. One benefit to having a framework rather than a defined model, is that it allows a range of approaches to be used in supervision sessions, as appropriate to the context. The agreed framework is summarised in Table 31 below, which covers aspects of the role of the supervisor as well as the process of supervision itself:

Table 31

Core components of PRS

PRS should be provided as a discrete service, contracted for this purpose, rather than an add on to someone's role.
Supervisors should be familiar with the role of the HT to better understand their context.
Supervisors should be experienced in delivering PRS and be skilled at containing emotional distress and knowledgeable about human psychology.
The process should be clearly focused on supporting the wellbeing of the supervisee.
Supervision sessions should provide a safe, confidential space to discuss issues that are of most significance to the supervisee.
Supervision should not feel hierarchical in nature. The relationship between the supervisor and the supervisee should be built on trust.
Supervisors should be able to support the supervisee in finding solutions, but also be confident in advising on potential actions and interventions that may help in a specific situation.

7.3.3 Study 3

The framework advised by the HT participants as noted above, was used to offer each of them six supervision sessions. The EP participants in the research delivered these sessions and at their conclusion the sessions were evaluated through focus group discussion and questionnaires. What was experienced by the HT participants and reported back in the DWR workshop discussion is in line with research about "good supervisors" (Bordin, 1983). This includes letting supervisees self-direct the sessions, agree their own goals, build positive relationships and for the supervisors to challenge and support with feedback to the supervisees (Ladany et al., 2013).

Although six supervision sessions were offered to all HT participants, it is interesting that not all six sessions were able to be delivered. In almost all cases, where sessions were cancelled, this was due to the HTs being too busy or having to cover for absent

members of staff due to COVID-19 or other illness. Out of the eight HTs who continued throughout Study 3 and engaged in the supervision sessions, only five accessed all six sessions, although a further two accessed five out of the six offered. One only managed four sessions. One HT did not manage any, having to cancel the first session due to staff absence and then being unable to continue with the study due to other pressures in the school. It is perhaps ironic, that an intervention established to support staff wellbeing and reduce stress, was not able to be accessed by this participant due to stresses at work.
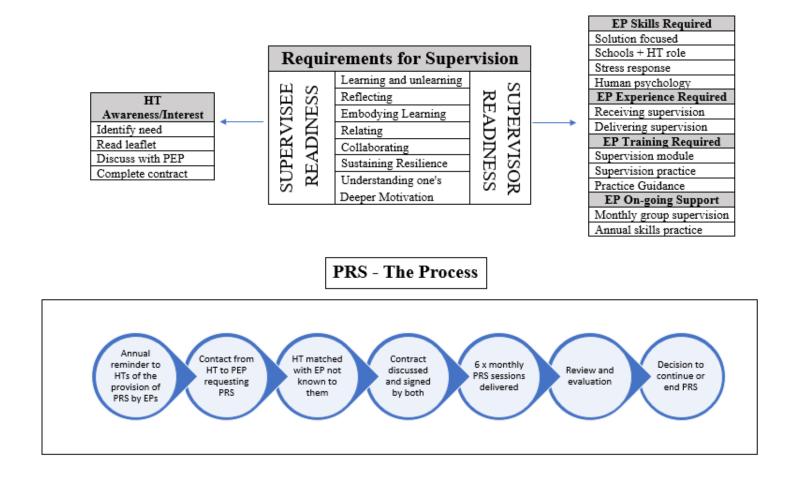
Some writers would suggest that six supervision sessions are the minimum number that would be undertaken before any attempt should be made to evaluate the process (Winstanley, 2000). Since this was not the case for all participants, some caution must be taken in the interpretation of the results of this research in relation to the impact of the supervision sessions.

Previous research advocates the need to have training and support available to the supervisors and having a conceptual framework to work within (Kennedy et al., 2018; Carroll et al., 2020). This requirement was met through the training provided to the EP participants prior to the delivery of the supervision sessions. I also arranged monthly group supervision over the period of the supervision offer. The LA EP Service has adopted a strong solution focused approach (de Shazer, 1985) in all the work they undertake, and it was agreed that this conceptual framework would underpin the discussions within supervision as it was familiar to both EPs and HTs.

The various aspects of readiness for both the supervisee and supervisor and how this relates to the delivery model is summarised in Figure 17 below:

Figure 17

Readiness requirements to support the delivery of PRS

EP Skills Required
Solution focused
Schools + HT role
Stress response
Human psychology
EP Experience Required
Receiving supervision
Delivering supervision
EP Training Required
Supervision module
Supervision practice
Practice Guidance
EP On-going Support
Monthly group supervision
Annual skills practice

Requirements for Supervision

SUPERVISEE READINESS

Learning and unlearning
Reflecting
Embodying Learning
Relating
Collaborating
Sustaining Resilience
Understanding one's Deeper Motivation

SUPERVISOR READINESS

HT Awareness/Interest
Identify need
Read leaflet
Discuss with PEP
Complete contract

PRS - The Process

Annual reminder to HTs of the provision of PRS by EPs → Contact from HT to PEP requesting PRS → HT matched with EP not known to them → Contract discussed and signed by both → 6 x monthly PRS sessions delivered → Review and evaluation → Decision to continue or end PRS

The focus of the supervision sessions was to support HTs in their role and to reduce the impact on their emotional wellbeing. A monthly wellbeing scale was therefore sent to each participant. On 25 of the 42 questionnaires returned over the course of the study, the HT participants scored themselves lower than average on the mental wellbeing scale but for most, the pattern of scores was varied. On 38 out of the 42 returns, the HTs perceived their stress levels to be heightened and within the moderate range. These results would appear to confirm the expectation that the role of a HT is a stressful one and that there is an impact on wellbeing for some, as a result.

Perhaps it was optimistic to expect any clear impact on wellbeing over only six months. In discussions participants were very positive about the use of supervision to support their wellbeing but trusting this process and using it well will take time, as with any new process (Sanson-Fisher, 2004). The results of the monthly surveys do show the importance of sampling wellbeing at various times. The surveys could simply have been used at the start and end of the study and if this had been the case, it could have been reported that five out of the eight participants who followed through to the conclusion of the study improved their wellbeing over time, while for three, their wellbeing deteriorated (as measured by the Short Warwick-Edinburgh Mental Wellbeing Scale (Tennant et al., 2007)). However, this would have discounted the variation in scores from seven of the eight participants who did not follow a steady projection either up or down. Having six data points does provide some trend data over time, but with such variation, there would have to be at least 10 data points before any real trends could be claimed (Perla et al., 2011). The variation reported in the monthly returns may reflect the impact of changes in personal as well as professional circumstances over time as information on changes in personal circumstances were not gathered during this research. These results may also reflect the impact on HTs of the challenges in their individual schools. HT wellbeing is therefore a dynamic concept, rather than a static measure.

Using the wellbeing scale over a longer period may show impact, however verbal feedback and qualitative data was of more benefit in this study and provided greater detail of what works and why.

Interestingly, although participants had already very clearly and repeatedly reported that their work impacts negatively on their emotional wellbeing, most monthly returns also indicated that "My work has a positive impact on my mental health and wellbeing", "some of the time" or "often" (39 out of 42 returns). HTs obviously enjoy their work as well as finding it challenging and so supporting their ability to better manage their role through supervision (or other means), would be of benefit to them.

41 out of 42 returns also indicated that "In my school, staff are encouraged to speak openly about their mental wellbeing". Wellbeing isn't something taboo or hidden in the schools represented in this study but is a live topic of conversation and something that can be discussed openly. This may make it easier to enable access to supervision and support from others, more than has culturally been the case in the past. However, this does not always translate to the creation of a Mental Health and Wellbeing policy that includes staff, with only one HT having such a policy at the start of Study 3 and one completing such a policy during this process.

Very few returns each month indicated that the HT participants had <u>not</u> felt stressed at work at all over the previous two weeks (only two mentions over all months from all participants, equating to less than 5% of returns). The most frequently reported sources of stress reflected in the other 95% of returns came from workload issues, administrative tasks or tasks relating to performance and accountability (reported on 83% of returns from participants). The second highest group related to relationships with parents, colleagues and the pastoral responsibilities associated with pupils (reported on 74% of returns from participants). (See Appendix 24). This confirms previous research reported in Chapter 2.

Understandably, given the above, the most needed support to reduce their stress would be a reduction in HT workload. A very close second however was the provision of supervision, with peer support running third. Very few mentions were made of training or the need for further knowledge, indicating that HTs have a good knowledge of how to support their wellbeing but find it difficult to make positive impacts without direct support and intervention from others.

Importantly for this research, in a final questionnaire, all eight HT participants who completed the study strongly agreed that "Supervision gives me time to 'reflect'." They all strongly disagreed with the statement "Supervision is unnecessary for experienced /established staff". This confirms the findings of research that shows the benefit of supervision for senior managers and experienced practitioners in various professional groups (Helen and Douglas House, 2014; Low et al., 2018; Reid & Soan, 2019). Participants were clearly able to see the benefits of reflection for themselves as experienced practitioners. They agreed that there were significant benefits to be gained from supervision and agreed that "Supervision makes me a better practitioner" and that "I feel less stressed after seeing my supervisor". Specifically, they agreed that "I can widen my skill base during my supervision sessions" and "I think receiving supervision improves the quality of care I give".

In relation to the skill of the EPs within this study, the HTs all agreed that "My supervisor provides me with valuable advice" and that "My supervisor gives me support and encouragement". They did not feel that supervision was intrusive or unhelpful in anyway and the unbiased nature of the support offered seemed to provide an open platform for sensitive topics to be explored.

All participants in this research were positive about the provision of supervision, from the perspective of both the supervisors and supervisees and all stated that if there was the option to continue with supervision sessions, that they would. The benefits for the HTs seem to have been clearly linked to support for their emotional wellbeing, decision making and professional practice, while for the EPs the benefits were seen in the improvement in their skill and practice in supporting others.

7.4   Synthesis of research findings across all three studies

There were several core messages within this research that were repeated at various times throughout the studies undertaken. These emerged from the qualitative content analyses and themes from the 4 workshops and also from the survey returns completed by HT participants relating to their wellbeing and their experience of PRS. As a means of capturing these, Table 32 provides a summary:

Table 32

Synthesis of key messages

Key Message	Evidence in Research Findings	Implication
HT Wellbeing is significantly impacted by workload and the emotional demands of the role	**Study 1** – discussion on wellbeing confirmed this **Study 2** – request that supervision sessions focus on supervisee wellbeing **Study 3** – feedback from monthly surveys confirmed this	Wellbeing needs to be a focus for intervention and support
HT wellbeing has an impact on their ability to achieve their desired outcomes – building capacity in others and helping children achieve	**Study 1** – AT Content Analysis identified this **Study 2** – identification of gaps in continuum of support **Study 3** - feedback from monthly surveys confirmed this	Supporting HT wellbeing will have a positive impact on the success of the school and ultimately on the achievement of pupils
Supervision can provide a safe space for reflection and can help manage the psychological and emotional content	**Study 1** – discussion about what might help identified supervision **Study 2** – reflected in the components of a supervision framework **Study 3** – survey feedback on addressing wellbeing and the experience of supervision identified these elements	Supervision can be supportive and should be considered as a part of the system of wellbeing support for HTs
Supervision should be provided by people who have a particular level of knowledge and skill	**Study 1** – identified the components of a system that would help **Study 2** – ruled out line managers for this role and identified specific skills required **Study 3** – provided specific feedback on the supervisors' skills that made a difference	Dedicated time from a skilled and experienced professional is required to support the process of supervision. Local Authority EPs have these skills and knowledge and could provide this support
Without a dedicated reflective space such as supervision, HT stress will impact on home too	**Study 1** – HTs reported regularly taking home stress and worry from their day **Study 2** – friends and family were identified as often being the source of support for HTs **Study 3** – feedback from monthly surveys indicated that family and friends often provide support.	Not being able to properly reflect on and resolve stressors means that HTs often take these pressures home, potentially causing more difficulty for them personally and reducing the time they have to relax and recharge
Supervision alone is not a solution to HT wellbeing and is not a quick fix	**Study 1** – workload, increasing responsibilities and wider systemic issues were all cited as tensions within the AT analysis **Study 2** – a lack of trust in the wider system was cited in relation to 'gaps in support' **Study 3** – workload, increasing responsibilities and greater accountability were reported as stressors in the monthly survey returns	Supervision can support decision making and help HTs manage the issues they face on a regular basis. It can support their leadership development and support of others. However, workload issues still need to be addressed and building trust and consistency in the wider system is also required

7.5   Limitations of the Research

The results of this research are context sensitive and specific to the HTs and EPs that took part and to the LA in which it was undertaken. However, some themes did recur throughout the research and are likely to indicate some transferability to similar groups of practitioners in similar situations (Tracy, 2010). The impact of workload and the pastoral support for pupils on the emotional wellbeing of HTs is a constant in the wider research and was a clear finding from this research study too. In the absence of other help, HTs will turn to each other for support, which can be beneficial, but also can create a negative echo chamber or feelings of guilt in taking up the limited time of a respected colleague. The provision of PRS can mitigate some of the effects of the emotional load HTs feel and can impact positively on their decision making through the opportunity for reflection and reframing with a skilled practitioner in the role of supervisor. The supervisor in this context provides a safe space and the scaffolding or prompts, to support the learning and growth of the supervisee within their individual zone of proximal development (Vygotsky, 1978).

The findings are also rooted in a social, historical, and temporal context. While no causal links are claimed for the research findings, the analyses did allow the extrapolation of patterns that have been linked to findings from other studies, adding to and strengthening the evidence base in this area of study. The methods used in this research lend themselves to being adapted for use with other groups in different settings, with the DWR methodology being helpful in gathering the initial data, creating a framework for supervision, and then evaluating the effectiveness of this framework when put into practice.

In common with other qualitative research, the limitations in the techniques used also reflect their inherent strengths. For example, the relatively small sample size allowed the phenomena of supervision and staff wellbeing to be investigated in a comprehensive and in-depth manner. The participants were reflective of the local authority, and the sample size was limited partly by the rural service in which the research was undertaken. As such, the findings are context specific and wider

recommendations cannot be drawn from them. However, in qualitative research, this is not necessarily always a drawback:

> A small sample size is not seen as a limitation in phenomenological studies, since the primary objective is not generalizability, but to illuminate the lived experience and context in as much depth as possible.
>
> (Freshette et al., 2020, p. 6)

I was also embedded in the culture and knowledgeable of the experiences of others within the LA. This inevitably increased the opportunity for bias to enter the way data was gathered, interpreted, and reported, but it did give me an understanding of what issues may be most pertinent to this particular group of participants.

Qualitative research is often participant led and there is a danger of following the discussion to the point where it drifts away from the original objectives of the research. However, the research questions and the format of the workshops managed this process and kept the topic current. The workshop questions were set by me and so there was implicit bias in this choice, however it is suggested that these were reasonable, based on the research questions and were able to facilitate a good discussion across all participants involved.

In this research, it was important to gain the lived experience of the participants and to create a collective view of the issues impacting their role. Lived experience can be seen as "...the unearthing of phenomena from the perspective of how people interpret and attribute meaning to their existence." (Frechette et al., 2020, p. 1). It sits well within an interpretive phenomenological approach and with Activity Theory, as it allows participants to reflect on their individual experiences with others in similar situations and to explore common meanings and shared interpretations within the same activity system. Gathering these views through their own voices and then coding the transcriptions was a powerful way to capture the data and to gain an understanding of participant experiences. "When we narrate out of lived experience and write down the narration, we produce an autonomous text, a text that expresses

its own meaning." (Lindseth & Norberg, 2004, p. 148). Self-report questionnaires also allowed individual responses to be reflected without the influence of myself or the group. It was considered that in the time available, self-report surveys and workshops provided the best framework to gain an understanding of the roles, responsibilities and experiences of the participants:

> The great advantage of self-report is that it gives you the respondents' own views directly. It gives access to phenomenological data, that is, respondents' perceptions of themselves and their world, which are unobtainable in any other way.
>
> (Barker et al, 2002, p. 95)

However, there are also potential issues around validity associated with self-report. Just responding to questions, either in questionnaires, interviews or workshop discussions require four separate actions: understanding the question being asked; recalling information about the subject of the question; integrating various sources and aspects of information you may have on the topic; and then making a response (Jobe, 2003).

At each step in this process, bias may creep in, and I was aware of this. Practitioners' recall and response during the various workshops may not have been accurate or complete. Some of the HT participants may have forgotten or embellished some of their reported experiences in the workshops or may have been influenced by others to build on their ideas rather than report their own experiences. Some may have wished to present in a more 'socially desirable' image, especially in relation to coping in their role (Paulhus & Reid, 1991). In addition, some more vocal members of the group may have guided the discussion or caused some participants to feel their contribution wasn't worth sharing (Barker et al., 2002).

Potential bias in responses does not necessarily mean that the data cannot be trusted, but that mitigations had to be considered in the research design. To reduce the chance of bias in responses, I structured the workshops with key questions to guide the

discussion and keep it on track. The use of empathic responses helped to build trust and encouraged responses from all. Recording the workshops allowed me to attend to participants as they spoke, rather than take notes and enabled verbatim responses to evidence the discussion, rather than relying on researcher bias in notetaking.

More straight forward and non-threatening questions were used at the start of the workshops, to encourage everyone to respond and have their voice heard (Dillman, 2000). I also asked specific participants if they wanted to give a view if they hadn't spoken for a while, or if one participant was more dominant at times. The transcripts of the workshops show that all participants contributed to the discussion and information and key messages were often repeated across workshops, which provides some verification of the information given.

The questionnaires chosen for the more qualitative aspects of the research, were ones already validated by others (see Chapter 3, section 3.5.4.1) and had their reliability and validity tested elsewhere in research on the topics of wellbeing and supervision. This provided some confidence that these instruments would be valid tools within the context of this research.

7.6   Conclusion

As outlined in Chapter 2, there is evidence that teacher wellbeing is closely linked to pupil behaviour and academic achievement (Briner & Dewberry, 2007; Roffey, 2012; Hagenauer et al., 2015; Littlecott et al., 2018; Herman et al, 2018; Glazzard & Rose, 2019; Bilz et al., 2022), and that absence levels and change all negatively affect what happens in the classroom (McLean & Connor, 2015; Harding et al., 2019).

It is not always possible to show a direct causation in these studies as it is impossible to control for all variables in either the teacher or the student and many of the studies use a small sample size to gather qualitative data. Spurious or moderated relationships may be identified (Bryman, 2012). For example, teachers with higher levels of wellbeing may invest more in professional development and have greater

levels of classroom skill to support and teach their pupils. In such cases, the commitment to professional development is the moderating relationship between teacher wellbeing and outcomes for pupils.

However, where there are larger sample sizes, over several schools and different studies in various geographic areas finding the same indicators, the weight of evidence is difficult to argue against. As an example, the study reported by Glazzard and Rose (2019), involved 99 staff and students in semi-structured interviews and focus groups, across 10 schools in several local authorities in England. Across these schools, they found agreement between teachers that their mental health and wellbeing directly impacted their classroom teaching. The children involved in the study also agreed that when their teacher was positive and performing well, they learned more, and they could tell when they were not coping:

> Children were attuned to their teacher's mood and could usually pick up
> when they were feeling stressed, even if teachers tried to hide it.
>
> (Glazzard & Rose, 2019, p. 40)

The argument for supervision therefore is much wider than the individual support for HT wellbeing.

The overarching aims of this research were to consider several questions relating to the phenomena of supervision and HT wellbeing as noted in Table 33 below:

Table 33

Addressing the research questions

	Research question	Where considered in this thesis
1	What is supervision?	Overview provided in Chapter 2, section 2.3
2	What roles and functions does it serve?	General examples provided in Chapter 2, section 2.2 and education specific examples provided in section 2.4
3	Why has supervision not become part of the framework of support for school senior managers?	Background provided in Chapter 2, section 2.1
4	Is supervision required within the context of LA schools?	Positive response to this offer from participants in Study 1
5	If so, what form should it take and how might it be provided?	Framework advised by participants in Study 2
6	Where supervision is provided, does this support HT wellbeing?	Findings were mixed as reported in Study 3

Taken together the analyses show that PRS clearly benefited this group of participants, as evidenced by the workshop discussions and survey responses. The participants were unanimous in their view that PRS <u>was</u> required within the context of LA schools (Research Question 4). The output from the research was the creation of guidance, information and a training module on the framework co-created by the participants in this research, which is now being used in the LA in which the research was undertaken. This provides the detail of the form of supervision and the process for providing this as a support to HTs (Research Question 5). The direct benefit to HT wellbeing was difficult to quantify, due to the variation in wellbeing scores across the time in which the research was undertaken. However, the qualitative feedback demonstrated some clear messages regarding HT wellbeing and how this was positively supported through the provision of supervision by EPs who had both the skill and the knowledge to provide this effectively (Research Question 6).

The results of this small-scale study has been shared with the wider HT group within the LA, with information provided to them to enhance their awareness of the variable

nature of stress in their roles, due to differing expectations and demands throughout the school year. They are also aware of the offer of PRS from EPs that is now available to them. On the basis of this research, the LA has invested in the Psychological Service to further support HT wellbeing through the provision of PRS. In a climate where LA budgets are squeezed ever tighter each year; it remains to be seen whether this additionality can be continued. However, given the costs of replacing a HT taking early retirement, leaving their post or being off long term due to workplace stress, perhaps an investment of an additional EP within the LA service makes sense.

CHAPTER 8 – Implications for future research and EP practice

8.1   Provision of supervision by EPs

This research investigated the case for the provision of professional reflective supervision for HTs. Through the testimony of this small group of participants, the case for considering this as a means of support for HTs, delivered by EPs, seems to have been well made. EPs understand the role of HTs and the wider education system, while also having the skills and knowledge on psychological theories underpinning the delivery of PRS. They are therefore able to support HTs to work through and navigate issues of complexity in the system, including those relating to human relationships, child development and decision-making.

EPs already provide supervision within their own professional teams (Atkinson & Posada, 2019). They also offer this to some groups of staff in education including Emotional Literacy Support Assistants (Osborne & Burton, 2014) or where providing consultation (Reichelt & Skjerve, 2013; Soni, 2019) or supervision to colleagues involved in delivering specific interventions such as Video Interaction Guidance (Šilhánová & Sancho, 2011) and Video Enhanced Reflective Practice (Murray & Leadbetter, 2018). In some cases, supervision is also provided to HTs (Kennedy & Laverick, 2019). One way to roll out supervision to a wider audience may simply be to extend these practices and to provide a generic offer of supervision to all senior leaders working in education. However, although EPs are employed in all local authorities in Scotland, they do not yet provide this support as a matter of course.

Why is this?

In the main, EPs are depicted as evidence-based practitioners, adhering to methodologies that support problem solving and solution finding (Stobie et al., 2005; Sedgwick, 2019). The practice of PRS however supports the use of psychodynamic thinking, requiring the supervisor to use their feelings to understand another person's experiences. Without conclusive evidence of the effectiveness of this approach, perhaps EP services are disinclined to invest their limited resources in this model of

support (Pellegrini, 2010). This does of course strengthen the argument for further research in this area of work.

Although support for school staff is part of the role of the EP (Cameron, 2006; Farrell et al., 2006), with limited time to offer to schools (Imich, 1999), is there a tension when this is spent supporting staff rather than directly supporting pupils and families? This research showed that having a discrete role to provide supervision, contracted by an EP who is not the usual link for the school can reduce the chance of role confusion (Scaife, 2001) and provide space and time for the HT without the guilt of feeling like this time should be allocated to other tasks (Nelson & Friedlander, 2001).

Another reason may be that this is an expensive resource (SNCT, 2022) and one which is already stretched in terms of the demands on current services (Education Scotland, 2019a; Education Scotland, 2019b). If supervision is to be offered as a consistent support, available to all HTs, there would need to be some additional investment in EP services.

The calculation of cost in this respect is not a simple one. In the first place, PRS will not suit everyone, and it cannot be imposed. People need to be ready and able to reflect on their practice, need to be willing to share their vulnerability and trust that they will be treated respectfully within this process (Reichelt & Skjerve, 2001; Geller et al., 2010). Some practitioners may feel intimidated or uncomfortable with this (Hulusi & Maggs, 2015; Soni, 2019) and so not every HT will want to make time to take up this offer.

Neither does supervision need to be provided indefinitely for all. Some HTs will be supported by the provision of a set number of sessions and then feel that they do not need to continue. Others may wish for a longer engagement. To enable access to all HTs who would want to avail themselves of this support, providing six contracted sessions and then renegotiating the contract every six months, might be a model to consider. This would create space for others to start receiving supervision at various

points, on a rolling programme, rather than it being seen as a resource that needs to expand to meet a potentially ever-increasing demand.

On an ad hoc basis EPs can get drawn into conversations that become very much like supervision without this being contracted and formalised and sometimes in these cases without training or support (Callicott & Leadbetter, 2013). Supervisors need to develop a high level of skill before supervision is delivered, to ensure this is of a quality that allows it to be beneficial (Sturt & Rowe, 2018; Kühne et al., 2019; Reid & Soan, 2019). Not all EPs are experienced, skilled, or confident in being able to offer this support and so it would not be an offer made by all EPs, especially those early in their career (Callicott & Leadbetter, 2013). If EPs are going to provide supervision to HT colleagues, training needs to be considered either within their initial training course, similar to that provided to trainees in clinical psychology (Stewart & Johnson, 2021), or as part of their continued professional development.

In a culture where supervision is valued and supported, over time some HTs or senior education managers might develop their own skills in supervision and be able to offer this support to others, with EPs in a different role, providing supervision collectively for this new group of supervisors. The caveat here is that the quality of the psychological thinking and intervention must be maintained for supervision to continue to be of benefit to HTs, as specified in this research.

8.2   Continuing support following research

In the LA in which this research was undertaken, some additionality was provided to the EP Service following the initial research, to continue with the provision and to offer supervision to a wider group of HTs. To ensure the expansion of this offer has the best chance of success, an implementation process is being followed (Fixsen et al., 2005). The main components of this model are summarised in Figure 18 below. It requires three main drivers to support implementation:
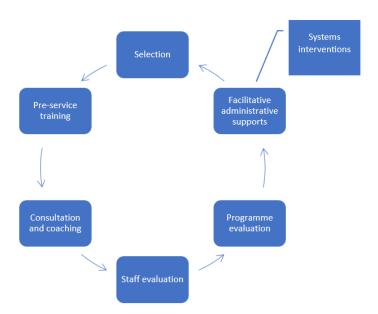
      1. organisational components,

      2. competency of staff, and

3. leadership of the implementation of the programme.

Each of the components are integrated with each other and can both complement and compensate for each other, where some components may be less well developed than others within the LA. Within the LA, the three drivers that incorporate these core components have been considered as described below and it is hoped that this can lead to the successful implementation and sustainability of supervision for HTs within the LA.

Figure 18

Core Implementation Components that can be used to successfully implement evidence-based practices and programmes

(Adapted from Fixsen et al, 2005, p. 29)

Competency Driver

To date, HTs who see supervision as a benefit to their own professional development and wellbeing have self-selected to become involved. EPs however require to be skilled and experienced in providing supervision and maintain their skills and competencies through training, ongoing support and group supervision that provides

a coaching element (HCPC, n.d.; Dunsmuir & Leadbetter, 2010) This is considered essential in ensuring quality and fidelity to the framework that has been created. This point is not made lightly, as past evidence would suggest that not all EPs are offered regular supervision (Atkinson & Posada, 2019).

Training on supervision must fulfil five aims as identified in Table 34 below (Page & Wosket, 2001):

Table 34

Five aims of supervision training

1	Develop knowledge of supervision – the theories, models, and approaches to be used
2	Practice supervision as an intervention and the skills of giving and receiving feedback
3	Explore those areas of strength that a supervisor might bring to the process, while being open and honest about the areas for development
4	Develop your individual style through practice, informed by a theoretical model and framework
5	Be aware of the ethical issues associated with supervision and ensure these are discussed and shared in supervision for the supervisor too

The training module created by the LA EP Service adheres to these requirements and has been supported by a commitment to annual practice sessions in coaching and supervision to maintain skills and confidence when in the role of supervisee as well as supervisor (Appendix 18). People do not just get better or develop core skills over time (Worthington, 1987) and so even with skill and experience, there are distinctive features in the role of supervisor that merit and require deliberate training.

Additional to skills training is the need for professional reflection and reflexivity, which is part of the role as EP (Hardy et al., 2020), but perhaps even more important when working in this area. As well as encouraging reflexivity in others, being clear about our own values and potential biases and where these might impact decision making and interpretations is critical in our aim to work towards a non-judgemental stance.

Organisational Driver

A short presentation was created and shared with HTs in the LA to describe the offer of supervision (Appendix 27). A leaflet was also shared with all HTs to provide some detail of the findings of the local research and some from wider research (Appendix 28). In the first six months, 34 HTs from the LA had requested PRS, including several of the HTs who had been involved in the research.

This level of interest was able to be met within the additional resource allocated to the EP Service and it provides a larger number of participants who can continue to evaluate this intervention. The MCSS (Winstanley, 2000) will continue to be used to evaluate the role of the supervisor and the benefits to the supervisees after six supervision sessions have been undertaken.

Leadership Driver

As Principal EP within the LA, I was in a position to lead on developments following the research phase.

There is a benefit in this dual position, but also an ethical issue around potential coercion, which may make some EPs feel that they have to participate in this initiative and to make it work. Coercion in the workplace can be "...implicit or subtle..." (Resnik, 2016, p. 11). The danger is that EPs may not feel ready or supported to engage in this work but put themselves forward anyway. They may become overloaded by taking on additional responsibilities out of a sense of duty or loyalty to the PEP. They may also present situations in a more positive light to try to impress or to not be seen as performing poorly. This was a significant consideration as the work moved from research to implementation and the original participant consent agreement was no longer in place.

To mitigate these potential risks, the PEP did not approach any individual EP, but requested interest through a general e-mail to all staff. Potential participants were

asked to discuss their involvement with their immediate line manager and not the PEP in the first instance, so that they could consider other work duties and competing priorities and have a sounding board about whether this would be something they should and could become involved with. Line managers were encouraged to be honest with their team members and ensure they had both the skill and the time to put themselves forward to provide supervision to others.

The 10 EPs engaged in providing supervision to HTs currently, meet monthly to support each other and discuss any issues that may be arising for them. They are encouraged to use each other, rather than the PEP, as a support in-between group supervision sessions. This has been established to enable individuals to have supportive conversations to enhance their skills, but also to share concerns should any arise. All EPs involved have been told explicitly that there is no obligation on them to continue to offer supervision should they not feel it is appropriate for them to do so. They do not have to give a reason. One EP has already felt that their workload this year has not allowed the space to continue.

All EPs within the LA Service have undertaken training in supervision and will continue with the annual skills update and further training. This supports those delivering supervision, both within the service and to HTs, but also supports those receiving supervision, to make better use of this offer. In this way, supervision is promoted as a process for all to be involved in and not a closed space for a chosen few, which might create more of a sense of wanting or needing to become involved (Resnik, 2016).

Critically, support has been provided by the Chief Education Officer for the expansion of this intervention, which has also been positively promoted by the wider Education Senior Leadership Team across the LA:

> To sustain over significant periods of time educational practices needs to not only produce valued outcomes, but be implemented with relevant policy, recurring adequate funding, embedded professional development, coaching,

distributed team-based leadership, effective school leaders, and efficient

decision-based data systems.   (Horner et al., 2017, p. 26)

8.3   Personal reflections

Engagement in this research has enhanced my own learning and research skills. The ability to spend time taking a deep dive into one area of interest has enabled a level of understanding and reflection that I could not otherwise have gained. Stepping into the role of researcher has allowed my underutilised skills and knowledge of research to come to the fore and be sharpened by reflecting on ethics, methodology and research methods required for this process.

Taking on the role of researcher required a high level of reflexivity in considering the implications of this research for future practice (Shaw, 2010). Professional reflection on the social and political climate within the local authority and the existing local knowledge and relationships that were brought to the role of researcher, were all important to acknowledge throughout the process.

Having a promoted post within the LA EP Service also brought into sharp focus the influence I have, which is usually seen as positive in my role. However, in relation to research within the LA, this brought a whole new dimension of potential for coercion, especially as some of the participants were EPs. Attempting to mitigate these effects when there is no option of bringing in an independent researcher has been something I have grappled with throughout. Team members who have been involved, have said that they have not felt coerced (but they would say that wouldn't they) and I have felt that options have been in place to allow them to opt out should they wish to do so. However, I am aware that "The best way to avoid coercion or undue influence is to limit supervisor-employee interactions related to a study, since this strategy can preclude opportunities for coercion or undue influence." (Resnik, 2016, p. 12). As the researcher in this study, unfortunately this was the one thing I could not actually do.

This process also taught me patience and empathy with participants who were dealing with competing priorities that did not always align with mine. At the outset, having 12 HT participants seemed a reasonable strategy and provided a representative sample of practitioners from across the LA. However, not all could manage the dates set for the workshops and not all prioritised completing the self-report questionnaires and surveys. Without a substitute group of participants, this made the numbers involved in the workshops a few less than I would have liked. It also meant that there were gaps in the wellbeing survey data.

It would have been great to have a full data set and to be able to be more confident in what the data showed, but this is the nature of undertaking qualitative research and the reason why adding to the data provided by others and strengthening the arguments made by previous research, is helpful in itself.

It has however not been without its frustrations. Undertaking study while working full time is not for the feint hearted and getting the balance between competing priorities has been difficult at times.

8.4   Next steps and future research

The research findings identify several areas for future research as outlined below.

8.4.1

The next step for this research would be to add to this body of knowledge by continuing to use The MCSS (Winstanley, 2000) at the end of the provision of six supervision sessions to provide further information and data on the impact HTs feel supervision has had on their wellbeing, their practice and decision making. This will further assess the impact of the model co-created with HTs as part of this study.

8.4.2

Research about the impact of supervision on 'clients' is still limited, in part due to the various definitions used to contextualise what we mean by 'supervision' (Kühne et al., 2019). Many studies look at satisfaction rates or self-efficacy of the supervisees

(Cheon et al., 2009; Mor Barak et al., 2009; Johnston & Milne, 2012; Rothwell et al., 2019), but far fewer consider the impact of the supervision on clients.

Going further and making the link between HT supervision and direct outcomes for children and young people is difficult, but there are proxy measures in relation to pupil wellbeing surveys, staff satisfaction and parental views that could relate to the leadership and decision making of HTs being supported through regular supervision sessions. It is difficult to control all variables within a social relationship, especially where there are so many external factors that will impact on each member within that relationship. Finding a direct link between PRS and HT wellbeing may be an aspiration therefore that is difficult to achieve. However, developing a rich picture from qualitative feedback over time may provide some further correlates that add to the evidence base we need to help make this support more widely available across education services.

8.4.3
Over recent years there has been national interest and political support for the provision of supervision for teachers in Scotland (Barnardos, 2021; Barnardos, 2022). The current focus on teacher and pupil emotional wellbeing, especially as a result of the COVID-19 pandemic has added to this interest. Pulling together the findings from these interventions, when they become available and creating a body of knowledge in Scotland will add to the landscape of what might be available both locally and nationally and what models or frameworks may be most effective.

8.4.4
There are a number of training courses in supervision for professionals interested in advancing their skills to support staff in their schools through the use of supervision e.g. Leeds Becket University, Tavistock and Portman NHS Trust, University College London. There are also a range of private organisations offering supervision to school staff, at a price e.g. Alliance for Learning, IN-TRAC, talking heads. At this stage, most of these offers are focused on education staff in England, possibly because the requirement for supervision is already embedded within the Early Years

Framework in England (Department for Education, 2021). Interest in this area is growing and educational psychologists could play a vital part in supporting this growth in practice (Cairns, 2021). Working with other EP services in Scotland to share practice and experience may create greater consistency across the country in relation to definitions and practice.

8.4.5
The current research has made the case for HT supervision to be based on a framework that has a clear focus on their wellbeing. It has identified a need for supervision to be part of the support structure in place for HTs in one LA and has outlined the skills and experience required for those who would position themselves in the role of supervisor. This thesis provides information and a detailed framework that it is hoped will inform conversations in other EP services and local authorities. There will undoubtedly be discussions about resource and time, but there would seem to be little doubt that EPs have the skill and the knowledge to be able to support HT wellbeing and are well positioned to provide PRS as a means of doing this.

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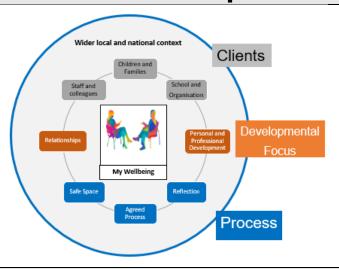
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Appendix 1 – Practice Guidance

Professional Reflective Support and Supervision

Information and Guidance for Educational Psychologists Providing Supervision

Psychological Service

Works for Positive Change

Contents

1.	Background and Context for this Guidance

This guidance has been written to support educational psychologists within *Local Authority* Psychological Service who are providing Professional Reflective Support and Supervision to head teachers as part of our service offer to them. It should be read in conjunction with the BPS Guidance on Professional Supervision and the Guidance for the provision of supervision on-line.

The key focus within the supervision sessions should be to support the wellbeing of the head teacher supervisees, as highlighted as the need within a research project undertaken in 2021-22.

The guidance provides some background as to why supervision may be of benefit to head teachers to engage in with educational psychologists and also some of the pre-requisite skills and knowledge that is helpful for the educational psychologists to reflect on before embarking on this role. It also provides details of the framework agreed with head teachers as to the one most likely to support them in their role.

1.1 The Changing Role of the Teacher

In line with changes in education policy over recent years, the role of a teacher or head teacher within a local authority school in Scotland has changed significantly. Teachers do not simply pass on knowledge or focus on learning in the classroom, but also support and manage the emotional wellbeing of their students, their additional needs and the emotional impact of the complex social environments experienced by many of their pupils (Scottish Executive, 2006; Scottish Government, 2014). They now have a responsibility for the wellbeing and mental health of their students (Scottish Government, 2021) and a requirement to be Trauma Informed (NHS Health Scotland 2017; NES, 2020). They support and follow protocols for children and young people with significant medical needs or those requiring medication during the school day (Scottish Government, 2017b). These wider responsibilities can provide a greater level of emotional demand on teachers (Ravalier & Walsh, 2017; Hanley, 2017).

It has therefore been argued that to expect this level of social and emotional engagement from teachers, without providing a safe reflective space, could be problematic for them as individuals and for the system as a whole (Reid & Soan, 2019).

> "As work in human services becomes increasingly complex and ill-
> defined and practitioners are faced with significant vulnerabilities in the
> clients with whom they work and in those who support them, the place for
> supervision in ensuring effective practice has never been more important"

For many headteachers, these increased demands fall more significantly upon their shoulders, as managers within local authority schools. This is more so the case in smaller or in rural schools, where there is no wider management structure (Wilson, 2009). Just being a head teacher requires high levels of social engagement and a great deal of interaction with others, but many of these interactions are about people leaving you with their concerns. These might be complaints about the service being delivered; the behaviours of others; sharing of concerns about learning; or complaints regarding a lack of resource (Kennedy & Laverick, 2019; Lofthouse & Whiteside, 2020). In such situations, head teachers might feel alone with these responsibilities and experience a disconnect from others in the school or even colleagues in other schools. However, they still carry the responsibility and therefore may feel open to judgement from parents, local authority managers, pupils, inspection bodies etc. (Jerrim & Sims, 2020).

This position has been further strengthened by the impact of the recent pandemic (Connor, 2022). This situation has provided the catalyst to bring into mainstream discussions the possibility of professional reflective supervision being more regularly provided in schools, as the increasing pressure on staff to keep children safe and improve, not only their academic skills and successes, but also their wellbeing, has been recognised and acknowledged (Hanley, 2017; Reid & Soan, 2019; Lawrence, 2020; Public Health Scotland, 2022).

Research undertaken in *Local Authority* during session 2021-22, identified the need for a space where head teachers could share this emotional load with someone outside of the school, who is able to hold and contain the level of emotion felt and provide a safe space to explore issues and to rehearse with them, different ways of understanding and managing these concerns. This supportive process has been called Professional Reflective Support and Supervision.

1.2   What is Professional Reflective Support and Supervision?

The term 'professional reflective supervision' has been used to differentiate a model distinct from quality assurance or indeed clinical supervision that is used in therapeutic models. It has also been the model used most often outwith the counselling or clinical professions (Tomlin et al., 2014; Low et al., 2018).

This type of supervision has been referred to as "an architect and contractor of change" (Packard, 2004), as it draws on the three key aspects of the role undertaken by a supervisor within the supervisory relationship that have been shown to offer beneficial outcomes to the individual, but also to the wider organisation and to service delivery (Mor Barak et al., 2009). The three roles Packard cites are:

- Task Assistance - The supervisor knows about the job and so can support the supervisee in developing their skills.
- Social, Emotional Support - Listening to the supervisee when they are overwhelmed, stressed or confused.
- Interpersonal Interaction - The perceived quality of the relationship and of supervision in general AND satisfaction with the supervisor or supervision.

While relational aspects of the model are important in Packard's work, he also found that the supervisor's role in Task Assistance, which supports the educative function of supervision, was critical in promoting beneficial outcomes for the individual and also the organisation.

Professional reflective support and supervision is rooted in the ecological model (Bronfenbrenner, 1977) and requires the supervisor to understand the nuances and subtle influences that our cultures, values, attitudes and systems create within us. There is a need to consider unconscious bias or prejudices and the effect this has on our decision making. The supervisor is tasked with supporting the supervisee to be reflexive and to acknowledge and address the internal influences on their behaviours and interactions with others.

We also need to consider intersectionality and the impact of trauma and poverty that further complicates the issues we often face when working in human services. There is a real danger of assuming that our backgrounds and lived experiences have influenced us in a similar way and without time to consider and reflect on practice at a deeper level, we might make quick (and perhaps incorrect) judgements about an issue we are being asked to support or resolve.

The supervisor must also reflect on their own biases and prejudices that might for example make it difficult at times for a white male supervisor to relate to a black, transgender woman, or for a Christian to relate to a Muslim.

Reflection is therefore central to the supervisory process, to ensure that we don't unintentionally minimise the impact of some of the issues brought by a supervisee or miss the importance of an issue that they may be blind to. In this respect, both the supervisee and the supervisor have to reflect on emotionally charged issues while maintaining compassion and empathy for each other and for the situation being discussed.

These are quite high order professional skills and require a good level of resilience and confidence in practice. It is recognised therefore that supervision is not a role that everyone can undertake (Harrell, 2014).

1.3 The Supervisory Alliance

The supervisory relationship is critical to the success of the process and contributes significantly where the supervisor is open, honest and builds up trust with the supervisee and where the supervisee can also be open with their practice (Callicott & Leadbetter, 2013; Kennedy et al., 2018). Where the relationship is less secure however and supervisees do not find it a safe space to be in e.g., when the supervisor is inflexible or inconsistent or when feedback is overly critical, more avoidant behaviours may be seen and less positive growth or development will occur as a result (Johnston & Milne, 2012).

Unlike the master-apprentice model, this type of professional reflective support and supervision allows more of an equal collaboration between the supervisor and supervisee on a regular basis, to reflect on both the work being undertaken by the supervisee and also their experience of delivering a service. Over time, this reflective space can be used to explore the feelings and emotions experienced by the supervisee and it can deepen their knowledge, range of skills and practice through an increased awareness and understanding of the social dynamics at play in their work (Hawkins & Shohet 2006; Rousmaniere & Ellis, 2013; Shohet & Shohet, 2020).

This supervision relationship therefore might provide a mentoring role at times, that can support professional development, but also should support self-care and self-awareness in the supervisee. In so doing, it has been suggested that the possible impact of compassion fatigue and the possibility of professional burnout as described by Maslach et al. (1996), can be reduced (Low et al., 2018).

> "Supervision is a joint endeavour in which a practitioner, with the help of a supervisor, attends to their clients, themselves as part of their client-practitioner relationships and the wider systemic and ecological contexts, and by so doing improves the quality of their work, transforms their client relationships, continuously develops themselves, their practice and the wider profession."
>
> (Hawkins & McMahon, 2020, p.66)

1.4 Supervision in Education

Many professional groups who work with children and young people receive regular professional supervision to support their safe practice and create a space for reflection and growth (Hawkins & Shohet, 2006). In local authority schools however, supervision is not provided as a matter of course to staff (Lawrence, 2020). Previous

to the outbreak of Covid-19, protected time for reflection and support had been identified as a need from teacher unions and others (Ravalier & Walsh, 2017; Lawrence, 2020; Bainbridge et al., 2022). These researchers highlighted the need for teachers to share some of the stresses and anxieties they experience within a safe and confidential space. The need for this type of support has been further highlighted due to the increasing demands on school senior managers as a direct result of the global pandemic (Kim & Asbury, 2020; Educational Institute of Scotland, 2020; Educational Institute of Scotland, 2021; Conner et al., 2022).

A number of traditional supervisory models of management do exist within education, but generally these are rooted in a culture of support for teachers in training or external inspection (Weiss & Weiss, 2001; West Burns & Badiali, 2015; Ngwenya, 2020). Although there has been a move towards a model of collegiality and teacher autonomy through the years (Ngwenya, 2020), the culture and climate within education has not yet enabled the systematic provision of space for regular professional reflective supervision for teachers (Lawrence, 2020).

1.5 The Impact of Professional Reflective Support and Supervision

Professional reflective support and supervision has been shown to develop resilience and help senior teachers manage stress (Reid & Soan, 2019), with a greater competence in finding solutions and strategic thinking being perceived as bringing benefits to the individual and also the children and young people within the school (Bainbridge et al., 2022).

> "...supervision can be an essential part of establishing and maintaining this culture of safe practice, which will safeguard both children and staff."
>
> (Sturt & Rowe, 2018, p.9)

The direct impact for the individual member of staff may be on their self-efficacy, stress reduction, wellbeing or skill, but there is growing evidence that also links this to better outcomes for pupils. As an example of this, Osborne and Burton (2014) found that supervision being provided to Emotional Literacy Support Assistants extended their knowledge and supported them to try out new ideas with the children they worked with, reporting positive benefits to the children as a result.

Supervision enables the individual to think systemically and psychologically about where their feelings come from, what may lie behind the behaviours of others, what might be the emotional impact from what others pass on etc. It considers the relational aspects of professional life and helps process the emotional impact of the role. Supervision is not therapy or counselling, and neither is it a teaching session or line management. It is generally led by the experience and the needs of the supervisee rather than being expert led by the supervisor. With the complex social

and emotional situations head teachers manage in schools, it is argued that they do need to understand the latter and how to engage in a system where they have little control over the component parts (Fox, 2009; Hanley, 2017).

Many studies in supervision understandably draw from the experiences of therapists or clinicians (James et al., 2006), rather than those working in education. There is however a growing research base providing evidence of the positive impacts of supervision, often provided to education staff by Educational Psychologists (Kennedy et al., 2013; Callicott & Leadbetter, 2013) or Special Educational Needs Coordinators (Carroll et al., 2020).

In some cases where supervision has been established in schools, it has been associated with greater levels of inclusive practice (Alila et al., 2016). The provision of good supervision has also been associated with job satisfaction, commitment to the organisation and staff retention (Carpenter et al., 2012; Chiller & Crisp, 2012).

1.6 Readiness for Supervision

Within the education system in Scotland, it has long been claimed that learning and development are lifelong and generally that is considered to require a process of reflexivity and reflection on practice (Dhaliwal, 2015). Within schools, we need to be clear that even the most senior managers can benefit from regular time to reflect on their practice, not just the inexperienced members of the team. Failures, mistakes and crises need to be seen as points of learning and growth and challenges from individuals should be welcomed and seen as ways to engage and take on different perspectives.

> "If we are to create learning professions that constantly renew their cultures, then supervision needs to become the learning lungs that assist the professional body in its learning, development and cultural evolution"
>
> (Hawkins & McMahon, 2020, p.232)

Supervision will only be able to flourish in organisations that have an embedded learning and development culture and are able to move away from blame, competition, presenteeism and other forms of dysfunction.

> "…for its potential to be realised more widely, a dominant surveillance and blame culture needs to be addressed and it is essential that school staff, including school leaders, understand the purpose and recognise the benefits of professional supervision and are involved in developing structures that meet their context specific needs."
>
> (Hawkins & McMahon, 2020, p.259).

For supervision to be valued and embedded within the culture of education, there needs to be a focus and commitment to staff wellbeing and explicit support for the long-term offer of supervision or other safe, reflective spaces.

'Reflective practice' is a defining characteristic of professional practice (Schon, 1983), and is identified as a core standard for teachers (GTCS, 2021). This is also seen as fundamental to and supported by supervision (Hawkins and McMahon, 2020). It is therefore argued that people should be able to demonstrate reflective skills before accessing supervision, as a level of 'readiness' to engage effectively with this support.

To help tease out this concept of readiness, there are 7 capacities suggested by Hawkins & McMahon (2020) that are required within the supervisory process, that may not be fully developed in all teaching staff, or indeed in those who may be considered to be in a position to provide supervision to others (see Table 1 below). It may be necessary to develop these competencies before supervision is able to be fully utilised by practitioners.

Table 1: The skills required to be able to make best use of Reflective Supervision (for both supervisor and supervisee)

	Theme	Description
1	Learning and unlearning	There needs to be challenge in learning, but also some 'habits' may need to be unlearned. 70:10:20 split to how professional skills are acquired - 70% learning on the job, 10% from training and 20% from coaching or supervision to help connect theory with the experience from practice.
2	Reflecting	Creating space to reflect on actions enable you to better think on your feet in daily practice.
3	Embodying Learning	We need to constantly be learning and investing in our own professional development, so we don't just practice old and bad habits from the past.
4	Relating	The power of the relationship with an individual often has a greater weight than the level of skill you have acquired. For a supervisor, the ability to engage 'at depth' and to tolerate the distress of the other person is critical.
5	Collaborating	New opportunities are created and opened up through the collaboration of the knowledge and practice of the supervisee and the skill and objectivity of the supervisor.

6	Sustaining Resilience	Through containing the emotion and worry, to reduce the likelihood of burnout and maintaining optimism and hope for the supervisee.
7	Understanding one's Deeper Motivation	Need to acknowledge and be aware of our motivations, attitudes and values that have brought us to the professional roles we have and the possible biases and blind spots we may have.

(Adapted from Hawkins & McMahon, 2020, p.79-84)

1.7 Background Skills and Knowledge of the Supervisor

It is generally considered that while the supervisor does not act as an expert within the supervisory process, they do need to have skill in supporting and guiding the process itself (Worthington, 1987; James et al., 2006; Kennedy et al., 2018; Carroll et al., 2020). Many of these skills are based on psychological theories of human development, threat responses, stress reactions etc. and so may be more intuitive to be used by psychologists or similarly skilled professionals, rather than teachers or head teacher colleagues, or education officers and line managers within a school or education service. There is also some evidence that the recipients of supervision should have a good understanding of, not just the process, but the theoretical perspectives that underpin the processes and to value the process themselves:

> "So, if I as a supervisor am skilled, that depends to some extent on my student's participation in making me skilful and on my own part in increasing his or her level of clinical competence."
>
> (Alonso, 2000, p.55)

To be a supervisor requires:

> "….a meaningful degree of self-awareness and insight into their own internal process and patterns of interpersonal relating. A capacity to attend to and appropriately contain the dynamic inherent in reflective relating - both above and below the surface…The application of psychodynamic and attachment theory to the supervisory relationship…"
>
> (Kennedy et al., 2018, p 294)

The process of supervision requires the practitioner (in particular the supervisor), to be able to create a secure attachment base (Heard & Lake, 2009). Having an understanding of attachment theory (Bowlby, 1988) and how attachment avoidance and attachment anxiety often influence how we interact, has therefore been seen by some as critical in the supervisory process (Watkins & Riggs, 2012).

Attachment theory would presuppose that when faced with anxiety, some people will feel helpless in the situation and be looking for someone to support or rescue them; some will need regular reinforcement and confirmation that they are doing a good job; some will become detached and completely self-reliant, inappropriate to the situation (Bowlby, 1988). Both supervisor and supervisee will have attachment responses of course and so in those situations where the attachment response has been activated and the supervisee becomes avoidant, those are the very times the supervisor has to explore and support reflection and to do this in a way that provides an empathic understanding of the supervisees position.

The supervisor needs to be able to understand how adults behave when they are anxious and therefore to make sense of what the supervisee is bringing to the session and why (Mikulincer & Shaver, 2016).

One of the main aspects to be modelled through the process of supervision is being able to sit with that uncomfortable feeling of 'not knowing' (Page & Wosket, 2001), which may be difficult for some.

A supervision process based on solution-oriented approaches (De Jong & Berg, 2013; Thomas, 2013) and also self-determination theory (Deci & Ryan, 2012) can help the supervisee extend their current skill, knowledge base and competence. Solution finding through supported solution-oriented questions can be empowering for the practitioner and maintain a positive outlook on future possibilities. Self-determination theory proposes that teachers will be motivated to complete tasks and have higher levels of wellbeing when they perceive their individual, relational and environmental needs are met, allowing them to feel competent, interconnected with their colleagues and having autonomy in their practice (Hobson & Maxwell, 2017). These are skills and theoretical perspectives commonly used by educational psychologists in their general work in helping and supporting others on a regular basis (Stark & Bruhn, 2014).

1.8 Educational Psychologists as Supervisors

Educational psychologists are well placed to provide supervision within education services, as they are already a regular presence in schools, building positive relationships with school staff (Callicott & Leadbetter, 2013). They regularly engage in consultation with schools, more so than other applied psychologists (Newman et al., 2017). They employ strong interpersonal styles of working that are required for consultation and support, with humanistic and psychodynamic psychology being evident in their practice (Nolan & Moreland, 2014; Zafeiriou and Gulliford, 2020). They are considered to:

> "…employ highly sensitised consultation skills, often in times of perceived crisis or helplessness.…positioning the EP as the highly skilled humanistic driver of cognitive and behavioural change."
>
> (Zafeiriou and Gulliford, 2020, p.13)

In addition, there can be a potential conflict when supervision is provided by a line manager, where there is a power differential and where the line manager has a responsibility for the services being provided, the reputation of the service/organisation and an evaluative role in the practice of the supervisee.

Understanding the context of schools and education authorities is helpful however in being attuned to the needs of someone working within that system and so someone completely divorced from education would not necessarily have the underlying knowledge to best support supervisees working in this specialised field.

Within *Local Authority* it is therefore helpful to have highly skilled and qualified educational psychologists, linked closely to head teachers and managed within the education service who can act as supervisors, without any line management responsibilities to the head teachers they will be working with.

1.9 Summary

Professional reflective support and supervision works best in learning cultures that are conducive to reflection and support and where the time is given to bring to life what is written in policy documents and guidance (Hawkins and McMahon, 2020). It can be of benefit to individual teachers and support staff and thereby can impact positively also on outcomes for children and young people. This is likely to be more impactful if the professional, local and national cultures embrace the value it can add and facilitate its use in schools.

The Framework described in the next section was co-created through a process of research with head teachers and educational psychologists. It draws on some of the traditional aspects of existing supervision models. Because it is a framework, supervisors can use a number of theoretical approaches as appropriate that provide an understanding of the intra- and inter- personal processes that occur during supervision sessions, ensuring greater insight into the communications and relationships between individuals.

The supervisor is seen as a collaborator, rather than an expert and the focus of supervision is on the 'core conditions' of being genuine or 'congruent' with the supervisee, offering 'unconditional positive regard' and demonstrating high levels of 'empathy' within the context of supervision (Rogers, 1942).

The supervisor requires an understanding that different supervisees will develop skills at different stages and that this progress will not be even. Some growth might also be 'painful' (Loganbill et al., 1982) as the supervisee might become defensive or resistant at times, when considering their own development needs (Frawley-O'Dea & Sarnat, 2001; Falender & Shafranske, 2008). There should be a focus on change and work being done by the supervisee and supervisor in collaboration, rather than simply using the time as an opportunity for a check-in or conversation. Progress will also be cyclical, requiring the supervisor to return to refine a skill or an issue addressed at an earlier stage, once a supervisee has developed more understanding or experience (Holloway, 1987).

Although supervision provides a safe, reflective space, there is also a need for the supervisor to ensure safe practice and to consider the reputation of the organisation as an additional focus (Kadushin, 1992).

Supervisors do have to consider their role in the supervisory relationship and their interactions with the supervisee as a possible influence within the process of change. The internal thoughts, previous knowledge and experience that both the supervisee and supervisor bring to the process are important, but crucially one of the key aims for the supervisor should be improved outcomes for the children, young people and colleagues that the supervisee is supporting through their work.

Supervisors need to be skilled practitioners with a knowledge of the specific context of education and an ability to understand relationships, systems and reflective practice. As such, educational psychologists are well suited to the role of supervisor within the supervisory alliance and managing the process of professional reflective support and supervision with head teachers and wider colleagues from the education authority.

2 Professional Reflective Support and Supervision in *Local Authority*

The framework described in this guidance has been co-created by headteachers and educational psychologists (EPs) working in *Local Authority*, who were participants in a research study undertaken in 2021-22. The framework was positively evaluated by participants in the study, with 100% of those engaged stating that they would continue with the process had it been extended at the time.

Head teachers commented that:

> "I've never had insights or analysis of stress that I was able to get through the process."

and

> "Well, I'll describe what it's done for me. It's been supportive. It's de-escalated me and it's helped me to move on from some situations that in the past I would have spun like a top for much longer than I did. So, it's been really great for that. And there's been the obvious health benefits, being able to actually do that. "

Educational psychologists commented that:

> "It has sharpened the conversations I have with others; I think. Just more practice and a reminder of the importance of that relationship, even in the short conversations."

and

> "I think it worked because we are not part of the school. I felt that the safe space that we were able to have together it almost allowed that kind of trusting relationship to happen quite quickly because I wasn't a colleague in the school."

There are some basic underpinning principals that were identified as being key to the process, but neither group felt the need to be overly prescriptive of the process beyond this. It is therefore described as a 'framework' and not a discrete 'model' as it draws from other supervision models and practices but has been created specifically to meet the needs of head teachers working in local authority schools.

2.1 Being clear on the offer
In preparing to offer and deliver professional reflective support and supervision to school staff, it is helpful to consider:

- Who will provide supervision?
- Who this will be offered to?
- What is the offer?
- How will quality of this provision be monitored and maintained?

2.1.1 Who will provide supervision?

In *Local Authority* we have agreed that supervision will be provided by educational psychologists and time has been ring fenced to enable this.

EPs have a knowledge of schools, and while based in education services, they are not part of the school system. This is considered a helpful position to be in as it provides a knowledge of the language used by head teachers and an understanding of the context in which they work. However, it also provides a distance from the actual issues that can allow a different perspective to be brought to the supervision sessions as well as a level of objectivity.

EPs also have many of the critical skills and knowledge noted in section 1 as required from a supervisor and have experience of being a supervisee and sometimes also a supervisor, within their EP role. Regular monthly peer support will be provided for EPs acting as supervisors. This will be a one-hour group session arranged by the Principal Educational Psychologist.

The whole EP Service will engage in a supervision practice session with observation of practice (in a mock session) being arranged bi-annually. Observation schedules are used for this exercise, to provide a framework for feedback to 'supervisees' (Appendix 1) and 'supervisors' (Appendix 2). This will help enhance the skills of EPs in both roles.

From time to time, as new members join the service, more formal training on supervision will be provided. A basic training module has been created and can be adapted and updated as required (Appendix 3).

No matching will be undertaken between supervisor and supervisee as there is no conclusive evidence that matching in relation to personal characteristics impacts on the supervisee satisfaction of the supervision delivered (Cheon et al., 2009). However, there is some evidence that role ambiguity can lead to conflict in the supervisee/supervisor relationship (Nelson & Friedlander, 2001) and so educational psychologists will generally be paired with head teachers who they do not normally work with, to reduce any confusion about the role they are undertaking as supervisor.

2.1.2 Who will this be offered to?

In *Local Authority* it has been agreed to prioritise the provision of supervision for head teachers. This is because head teachers usually carry the responsibility for the wellbeing of others and often have no other reflective space in which to process and reflect on complex situations that may also be emotionally charged.

In some situations, however, it may be appropriate to provide supervision to other members of staff e.g. DHTs in secondary schools who have responsibility for pupil support or PT ASN/Guidance, if capacity allows.

Information on the supervision offer will be made available to head teachers in a leaflet (Appendix 4). A presentation has also been created to share with head teachers to provide further information and to remind them of this opportunity as required (Appendix 5).

2.1.3 What is the offer?

Head teachers will be offered six supervision sessions of 1 hour, no more than 1 month apart. These will usually be provided on-line but can be delivered face-to-face if it is agreed between the supervisee and supervisor that this would better meet the needs of the supervisee and is not prohibitive in terms of travel costs or time.

Supervision will be contracted, using a simple contract agreed and signed by both the supervisee and supervisor (Appendix 6). A brief record of each session can be made (Appendix 7) but will not be shared outwith the supervision sessions, except in VERY exceptional circumstances as detailed on the supervision contract.

At the end of the six sessions, consideration will be given to provide a further 6 sessions, or to end the contract at that point. Continuation will be contingent on the needs of the supervisee and the capacity of the service. If other head teachers are waiting, they should be offered six sessions before a further six are offered to an existing supervisee if it is not felt to be essential to continue this to meet need. Head teachers can request a further six sessions at any time and they will be added to the list of requests held by the Principal Educational Psychologist, to be paired with a supervisor as capacity allows.

In any one month, capacity in the service would support 35 supervision sessions being delivered.

The framework for the supervision offered in *Local Authority* has been co-created with a group of *Local Authority* head teachers working with EPs in a research project

that was undertaken in 2021-22. This key underpinning principles within this framework are represented in the diagram below.

- The supervision process will provide a **safe space** for **reflection** within an agreed and **contracted process** as noted above.
- The sessions will be **led by the supervisee**, who will bring topics or issues important to them.
- Situations discussed will often involve the **school/organisation**, **children/families** and/or **staff/colleagues**.
- In addition to **reflection and support**, the sessions should provide opportunities for **personal and professional development** within a **supportive relationship**.
- The **wellbeing of the supervisee should be central** to the process and the supervisor may find it helpful to use **solution focused** questions to support the discussion. Examples of such questions can be found as Appendix 8.

2.1.4 How will the quality of this provision be monitored and maintained?

Supervision sessions are being offered in *Local Authority* to support the wellbeing of head teachers. It is important that this is a quality offer and that supervisors check with supervisees that the sessions are helpful to them.

At the end of six sessions, the Manchester Clinical Supervision Scale (Appendix 9) will be sent to supervisees for completion. These will be returned to the Principal Educational Psychologist anonymously and information gathered on a spreadsheet to provide ongoing evaluation of the service provided. This will be reported on an annual basis in the Service Standards and Quality Report.

Supervisees are advised within their contract at the start of the process that any issues can be brought to the Principal Educational Psychologist at any time, should there be a concern about the process or the quality or effectiveness of their supervision.

Supervisors can bring up any issues that require to be addressed and resolved either individually with the Principal Educational Psychologist, or within the monthly Peer Group Support Session.

(Supervisee) Supervision Observation Sheet

Skills and Attributes	Evidence – what do you see/hear/feel?
Demonstrates Self Awareness	
Demonstrates attunement	
Good descriptive skills	
Ability to explore feelings of self and others	
Ability to analyse and valuate	
Highlights existing knowledge and gaps	
Ability to challenge assumptions	
Holds the 'client' in mind	
Able to consider alternative actions	
Good levels of reflection	
Can accept challenge without blaming of being defensive	
In conclusion, being clear about actions and timescales	
Additional Observations/ Powerful Questions	

(Supervisor) Supervision Observation Sheet

Skills and Attributes	Evidence – what do you see/hear/feel?
Builds rapport and trust	
Demonstrates attunement	
Demonstrates <u>active</u> listening	
Supports the supervisee to be descriptive and explore the current situation in detail	
Highlights strengths and competencies	
Identifies and clarifies the issue	
Supports the supervisee to identify and share feelings	
Holds the 'client' in mind when the supervisee 'loses sight' of them	
Reframes negative perceptions + beliefs	
Paraphrases what is said in a positive way	
Can challenge respectfully	
In conclusion, being clear about actions and timescales	
Additional Observations/ Powerful Questions	

PROFESSIONAL REFLECTIVE SUPPORT AND SUPERVISION

- What is it?
- How can it help?
- Is it for me?
- How can I access it?

What is Supervision?

Many professional groups who work with children and young people receive regular professional supervision to support their safe practice and create a space for reflection and growth (Hawkins & Shohet, 2006).

Within the context of local authority schools however supervision is rarely provided as a matter of course to senior managers (Lawrence, 2020).

A research project has been completed recently in *local authority* with a small group of head teachers. They were involved in co-creating a framework for a supervision process and then engaged with this process over a number of months.

Feedback from the head teachers, following their engagement in this research, was very positive and as a result it has been agreed to continue to offer reflective professional supervision to a wider range of practitioners.

Head teachers participating in the research said that :

- *supervision improved the quality of care they gave.*
- *they felt less stressed after seeing their supervisor*
- *they were able to widen their skill base during supervision sessions.*

How can it help?

Supervision enables the individual or group to think systemically and psychologically about where their feelings come from, what may lie behind the behaviours of others, what might be the emotional impact from what others carry etc.

It considers the relational aspects of professional life and helps process the emotional impact of your job role.

Supervision is not therapy or counselling, and neither is it a teaching session or line management. It is generally led by experience and the needs of the supervisee rather than being expert led by the supervisor.

With the complex social and emotional situations senior managers manage in schools, it is argued that they do need to understand emotions and relationships and how to engage in a system where they have little control over the component parts.

Supervision is a confidential, professional conversation between a skilled 'Supervisor' who has undergone specialist training, and a 'Supervisee', who has voluntarily requested to engage in the process.

The supervisory relationship is therefore critical to the success of the process. It requires the supervisor to be open, honest and build up trust with the supervisee. The supervisee also needs to be open with their practice and willing to share their views and feelings.

Supervision can be provided in-person or on-line using Microsoft Teams. A formal agreement (contract) is used to establish the parameters of the sessions and to agree dates and times, so that there is a commitment from both the supervisor and supervisee at the outset.

> *"If we are to create learning professions that constantly renew their cultures, then supervision needs to become the learning lungs that assist the professional body in its learning, development and cultural evolution." (Hawkins & McMahon, 2020, p.232)*

How does it work?
The model created in *local authority* is reflected below. It provides a reflective space to support personal and professional growth and development within the context of gaining a deeper understanding of their own situation and also the skills to maintain safe and respectful practice.

However, the main focus is on the support for the wellbeing of the individual engaging in the supervision process.

How can I access supervision?

Members of senior management teams in schools are invited to consider whether professional reflective supervision is a support they would like to engage with. This is a unique offer to teachers in *local authority*. Something that is not offered regularly in any other local authority in Scotland.

If you are interested in taking up this offer, an initial contact can be made with XXXXXXXX, who will allocate a supervisor from within the Psychological Services to provide an initial six sessions (usually monthly).

The practitioner allocated as 'Supervisor' will then make contact with you and agree dates for supervision that are mutually convenient. Following the initial six sessions, practitioners can request to continue with this support, and this will be provided when capacity allows.

References:

- Hawkins, P. & Shohet, R. (2006). *Supervision in the helping professions.* Glasgow: Bell and Bain Ltd.
- Hawkins, P. & McMahon, A. (2020). *Supervision in the helping professions (5^{th}ed).* Open University Press.
- Lawrence, N. (2020). Supervision in education – Healthier schools for all. Barnardo's Scotland report on the use of professional or reflective supervision in education.

SUPERVISION CONTRACT
between a facilitator/supervisor and an individual participant/supervisee

We each agree:
- To meet at regular prearranged intervals for one hour.
- We will prioritise the sessions and inform each other as soon as possible if attendance is not possible and arrange a following meeting.
- We will meet for six sessions and then review.
- The focus can be on any aspect of the supervisee's work.

My role as a supervisee is to:
- Uphold ethical guidelines and professional standards with the aim to ensure and improve quality practice.
- Build a working relationship with you.
- Attend supervision sessions that we organise punctually.
- Help you to identify my goals and agenda for supervision.
- Be open to feedback, change and consideration of alternative/improved methods of practice.
- Endeavour to complete tasks that we have agreed in each session.
- Be open to you helping me build my confidence, capabilities, and skills in my work role.
- Express my thoughts and feelings about supervision and to give feedback to you.

I have read and agree to the aims and objectives of supervision, which includes the guidelines on confidentiality and record keeping.
This contact can be reviewed at any time upon my request to you and it will be reviewed every six months.

Name: [   ]   **Date:**   [   ]
Signature: [   ]

My role as a supervisor is:
- To support your wellbeing
- To oversee the practice you share with me.
- Build a working relationship with you.
- Attend supervision sessions that we organise punctually.
- Help you to identify goals and the agenda that you bring to supervision.
- Offer appropriate challenge and give constructive feedback to help you improve practice.
- Assist you to acquire knowledge and skills to use in your practice.
- Support you in your personal and professional development.

I have read and agreed to the aims and objectives which includes the guidelines on confidentiality and record keeping.

Name: [   ]   **Date:** [   ]

Signature: [   ]

Based on Cassedy, P (2010) *First Steps in Clinical Supervision; a Guide for Healthcare Professionals* pp, 42-43. Open University Press

<u>Confidentiality</u>
Confidentiality between both supervisor and supervisee will be strictly maintained in order that it will not be breached outside of the session unless otherwise agreed by both parties.
All issues discussed will be in confidence, unless there is anything disclosed that poses a significant risk to the wellbeing and safety of the supervisee or is significantly detrimental to others, professional practice, the team, or organisation. In the event of disclosure that constitutes malpractice or places others or the organisation at risk, action will be taken to inform the relevant line manager. The supervisor may take advice on this from their line manager.

<u>Record Keeping</u>
A brief record of the supervision session will be maintained by the supervisor for the purpose of reflection on each session. The supervisee should take their own notes as appropriate and as deemed helpful to them.

<u>Other Notes</u>
- In the event of the supervisory partnership being ineffective or any difficulties arising, either party can choose to terminate the contract after full discussion and agreement of both parties.
- In the event of termination of a supervision contract it is the supervisee's responsibility to approach xxxxxx and agree an alternative supervision contract should they wish one.

Record of Supervision Session	
Attendees:	
Date of session:	

Outline of issues discussed

Outline of actions agreed

Signed:	
Date:	

Supervision – Some helpful Questions

Effective questioning goes hand in hand with effective listening. Together they open up opportunities for participants. Don't go into a session with pre-prepared questions but becoming familiar with some key questions can be helpful, especially when you get 'stuck'. As a facilitator/supervisor, you will need to use curiosity and skilful questions to promote a shared understanding, identify values and goals and enhance the self-awareness of the participant(s). Questions need to be clear but probing. In your role as facilitator, you will need to remain sensitive to the participant who can feel vulnerable if they have not addressed an issue before.

Questions	Possible Response	Examples
Do, Have, Has, Is, Are	Limited or 'yes' or 'no' answers	Have you learned anything? Are these your only choices? Is there a barrier in your way?
Who, When, What, How, Where	Open and encourages participant to expand on their thoughts	What have you learned from this situation? What other choices are available to you? How would you describe the barriers in your way?
Why	May evoke defensive response	Why did you do that? Can be changed to 'What did you aim to achieve when you did that?
Follow the participants interest	Participant feels valued and works towards own solution	Tell me more about……
Identify the emotions	Participant may focus on their own feelings or may respond by providing thoughts.	How did that make you feel? How were others feeling? How do you know that? How are you feeling now?
Clarifying	Facilitates understanding	I think what you are saying is……is that right?
Incisive (what if….)	Helps move a participant on when they are stuck	What if you were performing at your best? What would you do then?
Check commitment	Assigns participant responsibility to take action	What will you do? When will you do it?
Powerful	Can get to the heart of a problem	Where will this lead? What is stopping you?
Enquire	Explores values, beliefs or behaviours in situations	What are you tolerating? What motivates you?
Reframe negative to positive	Moves away from negative self-talk or criticism of self or others	Why is this happening to me? Can be challenged by asking: How can you turn this situation around? How can you make it work to your advantage?
Challenge	Raises participants awareness	What are you afraid of? How is this affecting you on a daily basis?

Manchester Clinical Supervision Scale, (Winstanley, 2000)

Drawing on your experience of receiving supervision please indicate your level of agreement with the following 36 statements by circling the number which best represents your answers.

1 means you **strongly disagree**,
2 means you disagree,
3 means you have no opinion,
4 means you agree,
5 means you **strongly agree**.

1.	Other work pressures interfere with supervision	1	2	3	4	5
2.	It is difficult to find the time for supervision sessions	1	2	3	4	5
3.	Supervision sessions are not necessary/don't solve anything	1	2	3	4	5
4.	Time spent on supervision takes me away from my real work in school	1	2	3	4	5
5.	I can 'unload' during my supervision session	1	2	3	4	5
6.	Fitting supervision sessions in can lead to more pressure at work	1	2	3	4	5
7.	I find supervision sessions time consuming	1	2	3	4	5
8.	My supervisor gives me support and encouragement	1	2	3	4	5
9.	Supervision does not solve personal issues	1	2	3	4	5
10.	Supervision sessions are intrusive	1	2	3	4	5
11.	Supervision gives me time to 'reflect'	1	2	3	4	5
12.	Work problems can be tackled constructively during supervision sessions	1	2	3	4	5
13.	Supervision sessions facilitate reflective practice	1	2	3	4	5
14.	If there is something I don't understand there is always someone to ask	1	2	3	4	5
15.	My supervisor offers an 'unbiased' opinion	1	2	3	4	5
16.	I can discuss sensitive issues encountered during my work with my supervisor	1	2	3	4	5
17.	Having someone different to talk to about personal issues was a great help	1	2	3	4	5

18.	My supervision sessions are an important part of my work routine.	1	2	3	4	5
19.	My supervisor is never available when needed	1	2	3	4	5
20.	I learn from my supervisor's experiences	1	2	3	4	5
21.	It is important to make time for supervision sessions	1	2	3	4	5
22.	My supervisor provides me with valuable advice	1	2	3	4	5
23.	My supervisor is open with me	1	2	3	4	5
24.	Sessions with my supervisor widen my knowledge base	1	2	3	4	5
25.	Supervision is unnecessary for experienced/established staff	1	2	3	4	5
26.	My supervisor puts me off asking about sensitive issues	1	2	3	4	5
27.	My supervisor acts in a superior manner during our sessions	1	2	3	4	5
28.	Supervision is for newly qualified/inexperienced staff only	1	2	3	4	5
29.	Supervision makes me a better practitioner	1	2	3	4	5
30.	Without supervision the quality of pupil care would deteriorate	1	2	3	4	5
31.	Supervision sessions motivate staff	1	2	3	4	5
32.	I feel less stressed after seeing my supervisor	1	2	3	4	5
33.	Supervision improves the quality of care I give to my pupils	1	2	3	4	5
34.	I can widen my skill base during my supervision sessions	1	2	3	4	5
35.	My supervisor offers me guidance with pupil care	1	2	3	4	5
36.	I think receiving supervision improves the quality of care I give	1	2	3	4	5

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Appendix 2 - Participant Information Sheet and Consent Forms for Study 1&2

Participant Information Sheet for School Senior Managers

Name of department: School of Psychological Sciences and Health
Title of the study: The impact of reflective supervision on supporting senior managers in schools within one Scottish local authority

Dear Colleague,

My name is Bernadette Cairns, and I am currently studying for a Doctorate in Educational Psychology at the University of Strathclyde. The research I propose to undertake has been agreed by the University of Strathclyde Ethics Committee and is being overseen by my Academic Supervisor from the university, Clare Daly.

You are being invited to take part in a research study because you have responded to my previous e-mail and have noted an interest in participating. Before you decide to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the Privacy Notice and the following information carefully. Please ask if there is anything that is not clear or if you would like more information. If you decide to take part in this study, you will be given a copy of this Participant Information Sheet and the signed consent form to keep. Thank you for your interest in this study.

What is the purpose of the study?
This is a scoping study of senior education managers' views of professional, reflective supervision

Rationale for the study
Many professional groups who work with children and young people receive regular professional supervision to support their safe practice and create a space for reflection and growth. In Highland, supervision is not provided as a matter of course to senior managers in schools.

Through a series of 2 x 2 hour long workshops, you will be asked to consider if reflective supervision can provide a means of support within your role. Representation will be sought from all 4 geographic areas and all types of school so that participants can provide a range of views from a variety of schools and across all parts of Highland.

Why have I been invited to take part?

You have been invited to take part in this study because you are a senior manager in a school within the Highland Council and have noted an interest in participating with colleagues on this study. If, after reading this information, you are still interested in taking part, you will be asked to complete a consent form.

Do I have to take part?
No. It is up to you to decide whether you wish to take part or not. If you decide to take part, you will be given this information sheet to keep and be asked to sign a consent form, which should be signed and returned to me by e-mail and by the date provided on the form. You can change your mind at any time. You can stop taking part without giving a reason. Because of the nature of the research, however, should you wish to withdraw once the workshops have begun, it will not be possible to extract the information you have already contributed during the workshops up to that point.

The study requires representation from all 4 geographic Areas in Highland and also from primary, secondary and special schools. If there are too many people from the same area offering to participate, I will select participants on a first come first serve basis.

What will I have to do if I take part?
The study involves participation in 2 workshops to consider the various aspects of your role, especially in relation to support for others and your own professional support and wellbeing. Through group discussion, there will be consideration of whether there is a role for professional supervision and how this might be used to support you in your role. 2 workshops are planned, each lasting approximately 2 hours. There will be a maximum of 12 participants in the workshops, which will be conducted on-line using Microsoft Teams.

It is helpful if you are able to attend both of the workshops, but as with any research, you are free to opt out at any stage should you choose to discontinue your participation. Because you will be participating in discussion and activities with others, should you wish to withdraw from the study, it will not be possible to remove your contributions to the discussion up to that point.

The workshops will both be recorded so that information shared, discussion and activities can be considered in detail and coded accurately after the sessions. To participate, your consent is therefore required for the workshop sessions to be recorded. The recordings will be deleted once the transcriptions of the workshops have been made. Transcriptions will not name any individual participants and all personal views and contributions will be anonymised.

What are the possible benefits of taking part?
This study will help us to understand more about how we can support head teachers and if supervision should be part of that support. I hope that you will also enjoy the challenge and the professional discussion at the workshops.

What are the potential risks in taking part?
There are no anticipated risks to taking part in this research. None of the questions within the workshops are expected to be upsetting, and at any point you can ask questions, get clarification or opt out of the research if you wish to do so. If you feel at any time that you are overwhelmed, or need to talk to someone, you can contact the Employee Assistance Programme and Spectrum Life at the link here: https://www.highland.gov.uk/staffsite/info/8/health_and_safety

What information is being collected in the project?
The contact details of participants will be saved for the duration of the research to enable information to be sent regarding the workshops and also so that a summary of the findings can be shared at the end of the project.

The summary notes, jamboards, post-its from the workshop sessions will collated and saved to support the write up of the project. The workshop sessions will be recorded and then these discussions will be transcribed. The transcriptions will be saves securely and may be accessed after the research is concluded.

Who will have access to the information?
Only myself and my supervisor will access the information during the research period. On the conclusion of the research, the transcribed summaries of the workshops will be saved securely and may be accessed in the future by others who are interested in the subject matter for their own research purposes.

Will my views be kept confidential?
Yes. Your name will not be associated with any specific view. The views expressed in the discussions and activities from each of the workshops will be summarised for later analysis, but no names will be used in these summaries.

Where will the information be stored and how long will it be kept for?
All information from the workshops will be stored in my Strathclyde University One Drive account. The recordings of the workshops will be deleted once the transcriptions are complete and the transcriptions will be made immediately after the workshops. The data will be anonymised at the point of transcription of the workshops, with initials used for each participant and this will be held until the completion of the Doctorate research which is anticipated to be autumn 2022. The data will then be archived on the University Server so that it can be available to independent researchers in the future if required.

What will happen to the results of the study?
The data gathered from this study will be used within my thesis, submitted as part of my Doctorate in Educational Psychology and may be written up for publication. The anonymised data (workshop transcriptions) may also be shared with other researchers interested in this topic in the future. The results will be included in a research project submitted to the University of Strathclyde. A summary of the findings will be shared with you and with the Executive Chief Officer for Education at the end of the project.

This summary will not identify any participants and all views and comments will be anonymised.

Who has reviewed this study?
This study has been approved by the Education and Learning Service in the Highland Council and the University of Strathclyde School of Psychological Sciences and Health Ethics Committee.

What should I do if I have any more questions?
If you have any more questions, please do not hesitate to contact myself or my supervisor

Researcher's contact details:
Bernadette Cairns
Doctoral Student (DEdPsy)
School of Psychological Sciences and Health
University of Strathclyde
Telephone: xxxxxxx
E-mail: xxxxxxx

Chief Investigator/Supervisor's details
Dr Clare Daly
Senior Teaching Fellow
School of Psychological Science and Health
University of Strathclyde
Telephone: xxxxxxx
E-mail: xxxxxxx

If you are unhappy and would like to raise a formal complaint, you can also contact the Secretary to the Ethics Committee at the address below:
School of Psychological Sciences and Health
University of Strathclyde
40 George Street
Glasgow
G1 1QE

What happens next?
If, having read this information, you would like to participate, please sign the consent form to confirm this and return it to xxxxxxx

If you have chosen not to be involved in the project, that is absolutely fine. Thank you for your attention and interest thus far.

Thank you

<u>Consent Form for School Senior Managers</u>

Name of Department: Humanities and Social Sciences

Researcher: Bernadette Cairns
Research completed as part of a Professional Doctorate with the University of Strathclyde.

Title of the study: The impact of reflective supervision on supporting senior managers in schools within one Scottish local authority

- I confirm that I have read and understood the Participant Information Sheet for the above project and the researcher has answered any queries to my satisfaction.
- I confirm that I have read and understood the Privacy Notice provided for research undertaken within the University of Strathclyde.
- I agree to my contact details being held by the researcher for the duration of the research so that I can be sent information on the workshops I will be attending and also so that I can be sent a summary of the findings on the conclusion of the research.
- I agree to the workshop sessions being recorded to aid with data analysis and that these sessions will be transcribed.
- I confirm that I understand how the information gathered in the workshops will be used and what will happen to it (i.e., how it will be stored and for how long).
- I understand that my participation is voluntary and that I am free to withdraw from the project at any time, up to the point of completion, without having to give a reason and without any consequences.
- I understand that anonymised data (i.e., data that do not identify me personally) cannot be withdrawn once they have been included in the study.
- I understand that any information recorded in the research will remain confidential and no information that identifies me will be made publicly available.
- I consent to being a participant in the project.

(PRINT NAME)	
Signature of Participant:	Date:
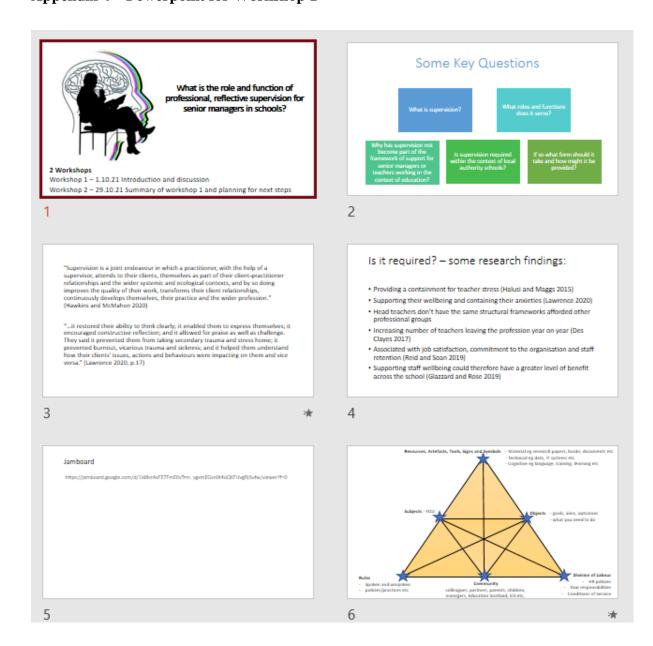
Please send a signed copy to xxxxxxx on return or by XX/XX/XXXX

Appendix 3 – Participant Involvement Across the Research

Participant	Workshop 1	Workshop 2	Supervision	Workshop 3
HT 1	Yes	Yes	Yes	Yes
HT 2	Yes	Yes	Yes	No
HT 3	Yes	Yes	Yes	No
HT 4	Yes	No	No	No
HT 5	Yes	No	Yes	No
HT 6	Yes	Yes	Yes	Yes
HT 7	Yes	Yes	Yes	Yes
HT 8	Yes	Yes	Yes	Yes
HT 9	Yes	Yes	Yes	Yes
HT 10	No	Yes	Yes	Yes
HT 11	No	Yes	Yes	Yes
HT 12	No	No	No	No

Participant	Supervision	Workshop 4
EP 1	Yes	Yes
EP 2	Yes	No
EP 3	Yes	Yes
EP 4	Yes	Yes
EP 5	Yes	No
EP 6	Yes	Yes
EP 7	Yes	Yes
EP 8	Yes	Yes
EP 9	No	No

Appendix 4 – Powerpoint for Workshop 1

Slide 1:
What is the role and function of professional, reflective supervision for senior managers in schools?

2 Workshops
Workshop 1 – 1.10.21 Introduction and discussion
Workshop 2 – 29.10.21 Summary of workshop 1 and planning for next steps

Slide 2:
Some Key Questions

- What is supervision?
- What roles and functions does it serve?
- Why has supervision not become part of the framework of support for senior managers or teachers working in the context of education?
- Is supervision required within the context of local authority schools?
- If so what form should it take and how might it be provided?

Slide 3:
"Supervision is a joint endeavour in which a practitioner, with the help of a supervisor, attends to their clients, themselves as part of their client-practitioner relationships and the wider systemic and ecological contexts, and by so doing improves the quality of their work, transforms their client relationships, continuously develops themselves, their practice and the wider profession." (Hawkins and McMahon 2020)

"...it restored their ability to think clearly; it enabled them to express themselves; it encouraged constructive reflection; and it allowed for praise as well as challenge. They said it prevented them from taking secondary trauma and stress home; it prevented burnout, vicarious trauma and sickness; and it helped them understand how their clients' issues, actions and behaviours were impacting on them and vice versa." (Lawrence 2020, p.17)

Slide 4:
Is it required? – some research findings:

- Providing a containment for teacher stress (Halusi and Maggs 2015)
- Supporting their wellbeing and containing their anxieties (Lawrence 2020)
- Head teachers don't have the same structural frameworks afforded other professional groups
- Increasing number of teachers leaving the profession year on year (Des Clayes 2017)
- Associated with job satisfaction, commitment to the organisation and staff retention (Reid and Soan 2019)
- Supporting staff wellbeing could therefore have a greater level of benefit across the school (Glazzard and Rose 2019)

Slide 5:
Jamboard
https://jamboard.google.com/d/1Id8xrAxFE7FmEDvTm_vgxmEGxnDt4oQKTUvgRj9sfw/viewer?f=0

Slide 6:
[Activity theory triangle diagram with labels: Resources, Artefacts, Tools, Signs and Symbols; Subjects – YOU; Objects – goals, aims, outcomes; Rules; Community; Division of Labour]

Community

- Who do you feel responsible for?
- Who do you feel responsible to?
- Who do you work with in your school community?
- Has the definition of a school community changed over the years?
- Are the changes helpful or do they add a level of challenge?

7

Rules – What enables or constrains your work?

- What rules, policies, guidance docs are helpful – why?
- What rules, policies, guidance documents are unhelpful – why?
- What are the explicit rules, policies etc that you are expected to follow?
- What are the unwritten rules – ways of working, expectations, practices, that you feel are implicit by how others engage with you?

8

Division of Labour

- What are your responsibilities?
- Who sets your conditions of service?
- Are there any you are aware of, but you don't really work to? Why?
- Are there tensions between agreed conditions of service and how you actually work?

9

Resources, Tools and Artifacts

- What 'tools' do you need to do your job – resources, symbols etc?
- What tools/resources get in the way of you doing your job?
- Are there any tools, supports etc that would help you do your job better?

10

Staff, pupil and your own Wellbeing

Considering your responsibility for staff and pupil wellbeing:

- Which of the things we have discussed is most helpful to you in achieving positive outcomes?
- Are there any gaps in what you need to help support wellbeing?
- Would having time for reflection/reflective spaces be helpful or a hindrance?

11

12

Appendix 5 – Transcription of Workshop 1

Transcription - Recording of Workshop 1 on 1 October 2021 -Time 1:40:19
Participants - 9 Headteachers/SMT (identified by initials)
Researcher - identified as B
Checked by TEP – 0.16% error rate (24 words corrected)
96% initial Inter-rater reliability achieved – full agreement in relation to coding of document following discussion

Thematic Coding

Theme	Definition
Tools Physical objects and systems of symbols that people use to accomplish the activity:	- Material tools used to do the job eg research papers, books, documents etc - Technical tools eg data, IT systems etc - Cognitive tools eg language, training, learning etc
Rules Policies and practices that people adhere to while engaging in the activity – both written and unwritten	- Laws, guidance, policies, - Conventions, customs, and agreements - Spoken and unspoken policies/practices etc
Community People and groups whose knowledge, interests, stakes, and goals shape the activity	colleagues, partners, parents, children, managers, Education Scotland, EIS etc,
Division of Labour How the work in the activity is divided among participants in the activity.	- Roles and responsibilities - HR policies - Conditions of Service
Object Immediate goals of the activity	- Goals, aims, outcomes - What you need to do
Outcomes Long-terms goals of the activity	- What you want to achieve
Wellbeing Environmental and psychological factors that impact positively or negatively on emotions	- Stress at work or home - Emotional exhaustion - Low mood - Psychosomatic responses to stress - Negative impact of job demands - Positive feelings associated with the job role
References to COVID-19	-Explicit references -Reference to "last 18 months", "current / recent restrictions" etc

Introduction
(Powerpoint Slide 1)
Thank participants for agreeing to be part of this research and for joining the workshop today. Remind them of the title of the research study and that this is the first of 2 workshops they have agreed to participate in when we will look at this topic in greater detail. Remind them that they can opt out of the process at any time. Participants all introduce themselves, stating who they are, where they work and why they were interested in being part of the study. Ensure all participants still agree to participate in the workshop.

Start recording

B
(Powerpoint Slide 2)
Here are the 5 questions that I am looking at in terms of my thesis. In terms of the work I am looking at. Trying to tease out what is supervision? Because we all talk about supervision and it means different things to different people. The experience that M has had might be quite different to the experiences some of us have had elsewhere, so I'm trying to tie that down. It's proving to be quite an elusive topic and quite a tricky thing to tie down. I'm interested in what the roles and functions of supervision are and I have drawn out just a couple of brief statements just to get us clued in today, in another slide that's coming up.

I am also interested, really interested in why it is that supervision hasn't become part of what we provide within education. It is used in lots of professional groups - social workers have supervision, psychologists have supervision, counsellors obviously, but so do allied health professionals and a number of different groups of professionals, but the one main group who work with children and young people and I would consider to be in a fairly stressful position... and that is teachers and head teachers in particular, who don't have anything akin to supervision just as a mandatory offer. So I've been really interested in that and why that hasn't developed over the years.

And then I guess what I'm trying to tease out from these two workshops that you signed up to is, well is it required in the first place because it might be that we don't have it in education because it's not required. It's not something that we need within our local authority or within any Scottish local authority. But if it is, then I would quite like to try and tease out what form that might take and what might be useful. So those are the types of things that I'm interested in and I've done quite a lot of reading around that so far.

(Powerpoint Slide 3).
So just for clarity, this might be quite small on your screens, but this is the definition of supervision that I'm using and you can substitute the word 'client' in here for children or staff or any other word in terms of the groups you work with. But largely it's about, often two people (although you can get group and peer supervision as well), but largely it's a couple of folks, with the practitioner being supported by somebody who may be more experienced, but not necessarily. May be from the same

profession, but not necessarily. But thinking about the client, the pupils, the staff, whoever, and thinking about themselves in that wider system. So where do we sit? What are the stresses and strains? What are the issues that our clients are bringing to us? How can I support them? Those types of kinda conversations I guess. And in teasing out what's happening with a system, in theory then we would improve the quality of our own work. Also improve the relationships that we have and keep that continuous professional development, thinking and reflection going as we move through the time that you have supervision. And sometimes supervision is monthly or weekly. Sometimes it's six monthly. It can vary in terms of timeframes. But usually it would be fairly regular.

There was a report that was published just last year that drew on a survey that was done across the whole of the UK, but largely it was education staff in Scotland that responded to it. It was a survey that was done by Barnardos and this is just a quote from their report and this was a summary of some of the feedback that they got from staff where supervision was provided. So it talks very much about enabling them to express themselves. Encouraging reflection. Helping them kinda put in context some of the secondary trauma or some of the stresses and preventing burnout in them as individuals. So quite high-powered conversations that were being had and also some really, really clear statements from the people who were receiving supervision saying, 'd'you know without this, I wouldn't be a teacher anymore. I would just have chucked it'. So there are some really clear statements from some people who receive supervision which would make me believe that it might be a good thing. But I haven't tested that out yet. That's where you come in.

(Powerpoint slide 4)
Following on from that, in terms of some of the research findings that I have pulled out. There's a number of research studies that have been done with staff in schools. It tends to be quite project-based. It tends to be quite ad hoc and patchy. But what there is seems to be quite positive. So some people talk about it providing containment for teacher stress, supporting well-being. In particular, talking about head teachers maybe not having the same structural frameworks. So you may well be in a position to provide supervision or coaching or support to your senior managers in your teams or PT or individual class teachers, but where do you go for support? So there's a lot of discussion in the papers I am reading around head teachers specifically not having that framework where they can go to have pastoral support. There's mention of it being quite a useful - 'tool' makes it sounds quite mechanistic - but it can support people to the extent that they don't give up teaching. We have got quite a turnover of teachers. Quite a lot of teachers leaving the profession. But it's also associated with job satisfaction and commitment to the organisation generally, which is why I think it impacts on retention. And again staff wellbeing. And the knock on effect of supporting staff well-being of course, is that that then supports pupil wellbeing as well.

So that's what the research tells me. Any questions on that first of all?

Move to JamBoard for the first set of questions. Share JamBoard on the screen but provide the link in the meeting chat for each participant to access individually.

B

So, I've got a number of boards here and really that's because I couldn't think of a better way of ensuring that everybody could have their view. If we were in a room altogether, I probably would just have post-its and we would have a bit of a general discussion. And please, I do want it to be a bit of a discussion. So I'm recording, I will be able to transcribe your views. But if you don't want to speak up or say anything, you can put things down on the Jamboard as well.

For this question - the first 2 questions, it would be really helpful if you could all put something on the JamBoard. So I'm interested in what you consider to be the main roles or aims that **you** consider to be a priority for you as a head teacher. So I don't need War and Peace, just a couple of pointers or what do you think are the main roles or aims of a head teacher.

(Participants added the following to the Jamboard - all participants contributed)
Board 1 - In ONE or TWO sentences, what do you consider are the main roles, aims of a Head Teacher

- *To lead the school community in a way that enables us to achieve the best for the children in our care.*
- *Service to learning community*
- *Ensuring safety and wellbeing of staff and pupils*
- *Ensuring safety and wellbeing of staff and pupils*
- *Supporting my team to move forward especially given the last 18 months*
- *To create the conditions to enable a learning culture.*
- *Build capability in others by creating space and capacity.*
- *Modelling, facilitating, collaborating, supporting, guiding, uniting*
- *Lead and manage the staff team.*
- *Providing vision and direction to school and school community*
- *To lead and manage a team - pupils, staff and wider community in supporting children's learning, health and well-being.*
- *Building and maintain relationships.*
- *To contribute to the wider community for the future generation.*
- *Maintaining positive relationships*
- *Plan for wellbeing.*

B

Okay, so that's really helpful and if you have any other comments you want to post on that board, please just do so at any points. So there are a number of things on there about relationships. About vision and direction of the school community. A lot of responsibility. Well-being. Creating space. Contributing to the wider community for the future generation. Great statements.

Okay. The next board is about change. So, in the time you have been a headteacher and I know that some of you will have been a headteacher for a considerable number of years and some of you will be relatively new head teachers. So if you could, on your statement here, indicate how many years you have been a headteacher. Because that will help me with an indication of whether there has been fast paced change, or if it's been relatively recent. Sorry, yeah recent change or whether it's been something that's been happening over a number of years. I'm interested in whether you've noticed a change in the role. If the role has changed over the last however many of years you have been a head teacher. Have you noticed a difference between when you were first a Head and now. And if you haven't that's fine and if you have that's grand and you can tell me roughly what it was. And if you want to talk while you are putting them up...this feels as if I am giving you an exam.

(Participants added the following to the Jamboard - all participants contributed)
Board 2 – In the time you have been a Head Teacher how has the role changed or how is it changing?

- *1 year. Crisis management (due to COVID-19).*
- *1 year. A shift in focus from continuous improvement to "recovery".*
- *11 years - Because we were there, some parents shared some significant things over the last few months - relational difficulties etc. This was positive, but left a lot with you*
- *6 month Acting, 18 months Real! Change has been relentless and reactive, rather than proactive.*
- *Since August 2010 - use and impact of IT/technology, crisis management, improvement agenda, change in access to resources*
- *A very long time!! However, there is much more of an emphasis on working directly with families and children, and the relentless nature of it all, whether it be through child protection, traumatic events within and without school, all that demands an emotional investment in terms of support, reflection and further action.*
- *8 1/2 years as HT. Change is possibly in me through experience - drawing on support from others initially and then understanding the system and HTs place in it and influences on role. Changes in views from society? Pressures on HT.*
- *'Normal' HT for about one month, then Covid HT*
- *Since Feb 2019. Greater uncertainty, greater visibility. Mix of HTing in person and virtually. Virtual platform allowed me to meet broad range of colleagues.*
- *Been a head since Nov 2018- Managing change at a fast pace that is mostly beyond my control. Haven't really got enough experience in this role to know whether that is the norm if there is such a thing!*

- *My vision and expectation is different than what I expected the job to be, (due to Covid?) but.... now I realise that it is the reality and I work within those parameters.*
- *I have been an HT for 12 years - within this community, needs have escalated and the role is now very diverse in terms of supporting families and learning in a range of ways to best engage the needs in our community.*
- *Feel we have more hats on now - less support from other services and more expectation of what schools are responsible for. No longer just learning and teaching.*
- *Visible and always available - in other's eyes.*

HT1
B, I feel the change is maybe in me as a headteacher. So I've been a head teacher for 8 1/2 years and the change is to do with that experience rather than the job role. So, to begin with it's like drawing on those close to you to just do your job. And now I feel it's having that wider view of being a head teacher. So, like your place in the system and drawing on everything that comes into that like Education Scotland, the RICs, all that. So having a kind of maybe a wider perspective. So it's maybe me that's changed rather than the role of the headteacher. Do you want me to put that?

B
Yes please. That's really helpful. That's really helpful. Because you're right, you really grow into a role don't you. The situation might change, but you might get quite competent and not even notice the change as well.

HT2
I wonder *HT1*, how much of that has been able to be continued over the past 18 months? Whilst there was maybe a shift in seeing our role within the wider system, sort of batten down the hatches over the last 18 months of getting by. I wonder how much of that has been almost restricted, some of that wider perspective that we were getting through empowerment.

HT1
Yeah, possibly. But it's also maybe grown. I feel because of the digital side of things... so that I've been much more able to communicate with people around Scotland and where that was there before, there's definitely an encouragement to use that around and so my personal opinion would be that it has opened up avenues for me.

HT2
I was just going to reiterate a bit about what *HT1* was saying, in that the impact of technology...I think in some ways we are dealing with a lot more of that in that immediacy. Our job … suddenly everything is urgent because it ends up on your lap immediately with emails and things. And I find that's rather difficult. You know short timelines ... people say I'm coming tomorrow to see you and they're not really appreciating that there's other things going on in the day. And on the other side of

that, having that quick ability to be able to reach out to someone and see them and have a conversation. And I think that has been really helpful. If you've been using it. For some head teachers to be able to just kind of quickly phone someone, see their face, have a chat and be able to quickly pull back again, which has been a positive

HT1

Does anybody think the way that head teachers or depute heads are viewed in society has changed? I feel, certainly over COVID, that there's been less….I don't know….you're more open to everybody deciding how you should do your job. I'm not sure how I should word that. You're more open to criticism … like before a head teacher in society would have had a bit more of an upstanding sort of role, but now I just feel you are open to more scrutiny and expectation.

HT2

I agree *HT1*. I also think that's become a societal thing and I don't know whether that's a social media thing or not, but everybody seems to be more critical and feeling that they can scrutinise what other people are doing and as head teachers and as schools we certainly feel that quite a lot don't we?

B

Does that put pressure on, *HT2*? Do you feel pressure from that?

HT2

Absolutely. Absolutely, it feels like everybody can tell you how to do your job. Everyone has an opinion about how to do your job.

B

Yeah. Everybody went to school so they all are experts.

HT3

I've been a head for quite some time. I think one of the things is that everybody now thinks, and you know not that this is right, I've only got my experience, so I don't know if this is replicated. Everybody thinks they've got immediate direct access to you as a head. And actually, that does have an impact regardless of how much trauma or difficult stuff or anxious stuff or episodic enormous stuff you've all of a sudden got to deal with. But It's just that everybody thinks they own you to some degree and actually that constant chip, chip, chipping away has an impact as much as dealing with a really difficult child protection case or a really difficult behavioural episode within school. And I might be talking rubbish, but that's how it feels to me. So that has, you know, that's a couple of decades of work as a head teacher and that's how it feels. Yes, there was that distance previously, but it does seem now you're immediate and you're expected to solve everything immediately and actually sometimes you can but sometimes actually you can't. But there's an expectation.

B

Is that with the advent of on-line working, and I don't just mean over the last year. Has that been creeping through *HT3*, or is it just an expectation that you will respond, and people aren't going to wait for answers?

HT3

I think someone was saying about how, you know, with email and video calls, everything is instant and people expect … because people can call you instantly … whether it's because there is that ease of access... but there are sometimes structural things that you need to put in place to make changes which means that expectations …..what people want or what people need, can't actually happen immediately sometimes. Which is a slightly different thing to general moaning. It's a different thing to actually dealing with heavy end, difficult stuff to do with supporting families in crisis or children in crisis, or whatever that might be….which you do get as well. So that's why I'm here. It's for that element of it, not that general day to day crap that you get from everybody. Sorry.

B
No. no. I appreciate that.

HT4
On the back of lockdown...what you were saying about access to e-mail or phone calls ...with our garden visits and doorstep visits...I don't know whether the relationship changed a little in that things that parents suddenly felt able to share. It was quite intense some of the things they had been carrying for a long, long time. And maybe it was the fact that you were there, or they felt able to share in an e-mail what they had struggled to articulate before and there was quite a lot of relational difficulties and …came through that …which was really positive in terms of offering support. But in terms of what you were left with some evenings. But things that you never thought in a million years someone would share with you and maybe it was because you were…I don't mean you were the only one out…the contact was so limited for a period of time. So, in some ways that was really positive. Because relationships are definitely stronger now, but it was a lot to. Where to put that at the end of the day.

B
Yes. So, let's go onto the next board then because I think you have started to answer these questions. 'Do you feel responsibility for staff and pupil wellbeing?' That might just be a straightforward yes or no, or you might want to put a comment in. And not responsible <u>for</u>, because I know that it's not your entire responsibility, but do you feel <u>a</u> responsibility for…?

(Participants added the following to the Jamboard)
Board 3 - Do you feel responsibility for staff and pupil wellbeing?
- *Yes*
- *100% Yes*
- *100% Yes*

- *Absolutely*
- *100%- Sometimes to the cost of my own wellbeing*
- *Absolutely! It's what keeps me up at night!*
- *It's also being aware of how your wellbeing (as leader) can seep throughout the school also. Always aware of that too so sometimes feel have to mask that.*
- *Yes, I do feel that. If a member of staff has had a difficult time, I expect to be there, to pick up the pieces, and to make sure they go home ok. If not, I will check up on them later if they have to leave immediately. (I wish the local authority would do the same]*
- *It's also being aware of how your wellbeing can seep throughout the school also. - totally get this - and still learning this day by day*

B

A big Yes to begin with. What do we do with our head teachers? My goodness guys, you carry a huge amount. Yes, sometimes at the cost you your own wellbeing. I'm going to ask you a couple of questions about that in a wee minute or two. Yes, you're aware of how your wellbeing can seep through the school also. And I think that's right. We know that there's quite a lot of research around the wellbeing of staff and how that impacts on children in the classroom, but obviously as the leader within the school, if you're not feeling 100%, If you're feeling a bit under par or if you're feeling tired, that's going to have an impact generally on staff. And just as kids are forgiving, your staff will be forgiving if its short term, but it its...if it goes on, it can be more problematic.

So, the next board - I suppose I am doing boards like this for the questions, just because they almost felt like survey questions, but I didn't want to just send out a survey. I thought it might be helpful to get a wee bit of detail around it and if you want to contribute then that's grand. So, the next board is just asking, is it easy for you, or your staff, or pupils - and I think that they are three different things - to share concerns about wellbeing or mental health and if not, why do you think this is. And again, folks just take yourselves off mute and we can have a bit of discussion about it, which is what we would do if we were all in the one place. But I don't want to miss any thoughts that you wouldn't necessarily want to verbalise and so the board's there for that as well. So, I guess I'm asking this question because I don't know if there is a culture within education that kind of gets in the way. So. I'm just interested in your views on that.

(Participants added the following to the Jamboard)
Board 4 – Is it easy for you, staff or pupils to share concerns about wellbeing or mental health? If not, why do you think this is?
- *Pupils - I would hope so. I know this is not the case for every child.*
- *No, feeling of weakness.*
- *Staff - mostly. Trusting relationship amongst the team. Most of the people in the team have self-identified "go-to" people when the going gets tough.*

- *Have observed how when this impacts on performance can cause guilt on one part and then frustration and resentment on the other.*
- *Staff and pupils yes - where does the HT go?*
- *As HT - where is the safe space to be able to do this? There are days where I try to share that I have a "thin skin" day, without trying to pass on any negativity to the team.*
- *Have developed skills for staff and children to have open conversations to support each other.*
- *Yes for pupils and staff. I actively try to create that kind of environment and am conscious I maybe over share!*
- *We have a general focus on pupil well-being at all times. Pupils know this (but we probably miss things too.)*
- *Strong 'team' ethic and support but some staff probably don't share things because of strong personalities.*
- *I hope and feel that staff can bring concerns, but time is an element for everyone.*
- *Not wanting to add to anyone else's load (personally) as a school we work hard as a team to be open, responsive, support our children to articulate – HT6, totally with you in what you shared*
- *Supportive ASG but I feel that they have enough to deal with and that I don't want to add to their workload.*
- *Totally agree - you find your HT 'tribe' to help you. This can be more difficult for those new to role.*

HT5

No, I was just going to say like, you know I have a really strong belief that that element of well-being and people's health … and that's a real foundation in the school … and I would really try...you know going back to that previous point. I think sometimes when there is an issue with pupil well-being or staff well-being I would drop everything else to try and address that and that's what I mean sometimes, that's to my own cost. Because I then stress about the things that I've dropped in order to then try and fix someone else's issues and I think that comes into it here. So I think that staff in my school, I think that we have a really open relationship and we are very good at sharing and trying to be quite constructive in how we help each other. But sometimes I think that could be because of the small school element. You know, I don't have a management team as such. So, my team is my class teachers and my PSAs and my kitchen staff and my janitor. And we do really … maybe I over-share sometimes. And I think that's possibly where that line gets crossed and I think, where do l put this stuff when it's not with my staff? And that's again why I'm really interested in this as a way of taking this forward. Because while I think that's really positive and that we've got this really open relationship, it sometimes means that I drop stuff that I really stress about, that I haven't managed to get done. Yeah. So, I don't know how common that is and maybe that's just my school setting as such. Being in such a small school. It could be a part of it.

HT3

One of the things that I'm really keen to do as a head is to filter stuff out, so that I am a buffer actually from parents, social care or whatever. And actually, if I can absorb as much of that as I possibly can so that teachers can get on with managing learning and teaching and supporting children in their class, I will do that. But there comes a point when you can't do it anymore. And actually, what does help me as a head, actually, is knowing that someone else has got my back. And you know, there are times when I will share stuff with colleagues and actually go. 'You know, that was really hard work' or 'actually that was quite a stressful situation', whatever it might be. But also, I kind of need to know that, or I would like to think that *local authority* has got my back too and actually will be there. Because I like to think I notice when my nursery staff have had a difficult time and actually need some support, or my colleagues... and actually I can be there to offer that. but it's kind of harder when you're one step removed. You know, if no one's in your building with you, who do you share that really difficult stuff with? And if it is really difficult, sometimes it's really hard to actually say, actually it's hard. I need some help. And you know, no one knows unless you actually tell them sometimes. And that's hard in this role as head. And it's about that role because it stops with you. And there isn't your line manager with you in the building you know and that is slightly problematic and why I am quite keen to make this work. I feel like I'm saying far too much. I'll shut up again.

B

No. Not at all. I think you are probably articulating what other people are thinking as well. It sounds as if there is quite a lot of commonalities in your thoughts.

HT2

Yes, I would just absolutely agree *HT3,* and I think that for me it's always been a feeling of my staff know that I'm there to support them and I would drop everything to support their wellbeing. But sometimes things get really really, busy and you're dealing with crisis. And then you...what bothers me is that then I'm not picking up on the things I would've normally have picked up on because I'm busy dealing with other crises and then there's other things happening. And I think that's why I'm very keen to kind of get that cycle of having that time to have conversations with staff, so that we don't get to that point of a crisis. That a more regular conversation. If we are having them regularly, we would be able to avoid sort of some of…missing out. Because for me if I've missed the signs and somebody is in a crisis and I'm not there to help them you know. I think I really take that to heart. And on the other side of it, as a head teacher, absolutely I feel like I can't show my weakness, or that I'm having a bad day. But... to my staff…. But I have a fantastic foundation of head teacher support. colleagues. And we've actually started to unofficially do that for ourselves. Having a thinking environment, having a time to kind of step back and the difference that has made to me to being able to be prepared to deal with other things for other people has been incredible. And that's why I'd be really interested in it as well.

B

Yes, so much more peer supervision or peer support rather than kind of management or folk coming from the outside. How important is it Je then that it's somebody who understands the role that you're in? Because that's another question, I guess. There's lots of different …. I know I'm jumping ahead but given that you have raised it just now...there are people out there who can provide supervision. How important is it that it is somebody who understands your role as a head teacher? Or is it just coincidental because those are the folk around at the moment that are supporting you?

HT2
Yeah, that's interesting. Partly it's coincidental because they are...because really what we are trying to do is just be there to listen to each other and it's not really... It's not like a mentoring and coaching or giving advice. It's just a listening time. So, in that way it wouldn't necessarily matter that they're the same. But at the same point, we have gained a lot from each other because there is that common understanding of what we're going through. So, I don't know if I've answered it B, but that's kind of what it's... The listening, listening and attention, doesn't necessarily matter, but it is nice to know that there is that common, common experience happening amongst us.

HT1
I think it's a difficult one because it depends how supervision varies from the kind of coaching role. So you've given me my coaching background and with that…...It wouldn't need... I've had some amazing coaching from people on the other side of the world actually, who have no idea what being a headteacher is like. But I had put 'you find your headteacher tribe' and you … like I certainly have …. and you stick with them, and they can support and guide you because they understand the situation that you're in and you can similarly do that for them. So, it depends on how supervision differs.

B
OK, so I'm not going to allow us to jump ahead too far. We will come to that, but it might be the next session, but we will come to that because it does differ.

HT7
It's really interesting listening to what other people have to say and again it makes me realise I am not alone. And the question is, 'Is it easy for you, staff or pupils to share concerns about well-being and mental health?'. Now this is my perception. Whether it's right or not, it is a perception. I think the structures are in there for staff and pupils, maybe more than they are for head teachers. But that's my perception. I'm not saying it's right. And I could be completely wrong, but like *HT1* has mentioned there, I think you called them 'headteacher tribes', and it's a really nice analogy. What bothers me about that is the informality. I'm not saying I don't want it, because heavens I'd be lost without it. But the fact that its informal. I don't know. I would like something more solid. But certainly, that relationship based, forging trust, has been what's kept me going since 2019. And what I'm finding is with my own ... You know managing my own emotional state, sort of managing the risk of my own emotional drivers against the actions that I'm taking if that makes sense. So

I'm really...I'm kiting today….am I making the right decisions, because I'm escalated. I'm hanging off the ceiling. And then another day I'm that laid out, I'm underneath the table. Am I doing enough on that day? If that makes sense.

B
Absolutely, perfect sense. That's really really nicely put *HT7*. Thank you.

HT8
I'm really aware that I'm the only Depute involved in this and so I'm feeling slightly down a peg or two. But, I mean, I've obviously been a guidance teacher for a long time, and I actually got supervision at that time from *ANO*, who's now heading up the Primary Mental Health Team and I just thought that was the most valuable thing that I'd ever had because we had nobody to speak to. Because...I know this is about head teachers, but it's also about senior management and it's about …. just when you're not managing you go to someone else, and this is the same as being a guidance teacher as well. You would go to your line manager above you, but they really weren't coping either and the last thing they needed to hear was you whinging about how you weren't managing, or you know that you needed to speak to them, or you just needed to off load. Sometimes it's just offloading as well, but you're very aware that you are offloading onto somebody who is reaching, you know potentially reaching their capacity and not had a good day either. And for years I've kind of worked like that, because maybe when I've reached the end of my tether, whoever I would choose to maybe go and speak to isn't potentially in a great place either. So that you know, I think there's this kind of...there's a need for it in a few layers of management if you like, as well. I mean, like I think, I head up health and well-being and I sometimes feel really…. I don't know …. It's a bit strange because sometimes when you're not in a great place yourself, you feel a bit sort of false about the whole thing, because you're saying we can do this. We do this as a school. And you're supporting everybody. You're supporting pupils and you're listening to staff. And there was actually a new member of staff that has just started. She's a probationer. And she said oh, 'who's your health and wellbeing officer?' and I thought, oh no, that will be me. You know. We're looking to do that as a ...we're putting a policy together. And we will have a health and wellbeing officer and it will be me, although (my HT) says he'll share the role too. But yes, it would be so important to have somebody else to speak to, to share with. And like the others have said, there is a kind of like….it is really useful to have people at your own level to speak with, that you can share with, like other headteachers or deputes. But sometimes you're just needing, you're needing that supervision around what you're doing. I think that's really important. And I think also…. I am just looking around...a lot of people are from smaller communities as well and like, I was speaking to *my HT* the other day and I said, I'm really struggling and I said, I would go to the doctor, but if I phoned the receptionist, she's a parent and if I get through, even through the receptionist, the doctors are parents. So, you kinda start to feel sort of trapped sometimes as to who you can speak to. So, I just think this is so needed and so important. But I do think we're trying to support everybody else and accommodate everyone else. The other thing I was going to say - sorry, I know I've always got loads to say - But I think there is also like, especially in guidance, or in SMT, you can end up in quite

traumatic situations. I mean, I was in a house not that long ago where the police were called. They never came. Social Work never came, and I was left with the whole situation myself and I came back to school, and I just got on with it. But actually, I kind of probably really could have done to have spoken about it because it was pretty awful really, and there wasn't a sole who would have been, you know, in a situation to have kind of listened really. So, yeah, I think it's really important.

B
Yes, I think you make some really valid points there. And being at the sharp end and in small communities, is something that is not unique to us in *local authority*, but we have a lot of small schools in small communities.

HT3
I absolutely value head teacher support, peers and coaching and stuff like that. It's really invaluable. I spent quite a lot of time talking to a colleague in the early evening yesterday in this capacity. But I do think there is a really important case for there to be someone for you as a senior leader, to actually have that and particularly if you've got ongoing stuff with a family that's difficult and traumatic. You need to know that you've got someone who will ask you those questions that are difficult. How have you found that? Have things moved on since last month? Have you worked with that? And actually, that needs to be someone's job, and actually that matters that it's someone's job, because actually there are four heads in the ASG, you know. We've all got day jobs. It needs to be someone's job to look after a head teacher. Really, you know, that's a union thing as well. However, I think there ought to be capacity within a local authority to do that. And I'm sorry if I'm getting on a soap box too much and this isn't what this is for...But, you know, we have a duty of care to all those people that work within our environment. You know, we do that to our children, we do that to our families, and we do that to our staff and actually the local authority in *local authority* need to find a way to do this to ensure that it is consistent and be able to have that experience and expertise to support colleagues as head who are going through...working with a family where it's really difficult. Working through a situation in school that is really difficult. And it needs to be formalised as much as, that stuff that's got that tribe and that friendship thing also needs to be there, but actually you need to know that it's somebody's job to look after you. Because it is our job to look after our colleagues. And that's not disagreeing with you know, people who value and support head teacher - peer support. That is absolutely invaluable. But actually, you know, we have got a line manager, we have got that system. It may not be our line manager that does that to us, that's up for another conversation. Probably another one of your JamBoards. But I do think that matters.

B
Yep, no, you're not overstepping the mark, and your comments are all for this space. It's music to my ears hearing what you are saying. I tried not to be presumptuous about what would come out, but this is all great.

HT9

I was going to do the flip side of it, in a sense that a few years ago I actually did a supervision course, and it was one of the most impactful, (I don't know, is that a word?) courses that I've done because…. I'm not saying that I now could offer anybody supervision or anything, but it makes me think about the way I deal with situations and also, you know, when people come to me with things, I've drawn on that hugely actually. So actually, doing the course as well as then having this here today, but as well as in the future, hopefully the opportunity will be there for supervision. Having done the course, for me, tying the two things together would be hugely helpful in this role.

B
That's really helpful. Thank you. OK, can I take you back to the Jamboard then because there's a couple of other questions which maybe just goes without saying. The fifth board is just asking you a question about … 'Do you take home worry and concern about staff or pupil wellbeing? and I'm guessing the answer to that might just be yes. But how do you manage it? And just to give you the heads up, the next board is going to say, 'What else might support you better?' So how do you manage that stress that you've talked about already, just now? What is it that you've got in place just now?

What are your coping mechanisms just now? Because we've got 9 headteachers on the screen, but you're all here and you've got to the end of another week, so you're obviously doing something right. What is it that's working for you right now, what are your coping mechanisms?

(Participants added the following to the Jamboard)
Board 5 - Do you 'take home' worry and concern about staff or pupil wellbeing? If so, how do you manage this?
- Managing - family time. Ensuring you do switch off. Reading rubbish books that take you out of that head space. Chatting it through with someone. Being kind to yourself.
- Yes, a lot of the time, often related to how you have dealt with it or how you will deal with it.
- Yes. When it's "low level" exercise and fresh air are fine things. When it feels a little more turbulent, quite often I'll try and get on with it to the best of my ability.
- YES! Discussion with other HT colleagues, sometimes discuss with line manager...sometimes I don't manage it!
- Yes.......I do try to put my thoughts elsewhere but can find this hard at times. I try to keep to a routine and take time to do the things I enjoy. Sleep can be hard to find.
- Yes- don't manage it well. Overthink things, dwell. I feel I second guess myself all the time...have I done enough???

- I run to and from work, don't take my laptop home. I work enough hours as it is. Staff can WhatsApp me if it's serious. 30 minutes at the end of the day like that really help me; not for everyone for sure!
- If there is any time to share at the end of the day that can be very useful
- Having done previous courses on Supervision, Emotional Literacy and Lead On, I have developed the skill of 'it is what it is' and 'tomorrow is a new day' and 'I have done my best' and *B's* quote about 'what isn't done, isn't done, and the world won't fall apart' often comes to mind.
- Almost every night, and most nights it's fine - just process while dinner's on and reach a decision - but other nights it doesn't work. Then it's Sleepless in Seattle. Doesn't happen often though!

B

And I guess partly why I'm asking this question here is that….it sounds quite trite sometimes to say, Go out for a walk. Take exercise. Don't drink as much. Sleep a bit more. All of these things that we know are really helpful. But it feels like sometimes the stresses and strains are a bit bigger than that, you know. That's fine if you've just got a wee hump to get over. But if you've got something you're experiencing secondary trauma on, it feels as if that might be a wee bit simplistic. And I don't know if people have got anything else that they use just now.

HT2

Well B, I was just gonna share...just reading all the comments made me think that you do all those things that you do to manage it, but sometimes it gets to a point, and I think it's kind of what I was saying before too, but sometimes it just gets to a point where you just can't manage it anymore. And I think that again it makes me think about supervision in the way of that regular contact, you know like *HT3* was saying. That regular checking in is so important, because then maybe we wouldn't get to that point of...I had a bad day yesterday and actually I felt better after I had a good cry. I felt better after I had a good cry and then thought, No *HT2,* you can get on with it. But maybe I shouldn't have had to get to that point. And maybe if there had been conversations prior to, I wouldn't have felt that sudden feeling of, actually I can't manage this.

HT7

I'm just thinking about, you know, what's been said there. Some days, there's, what I call punch days - that's the days you get punched. And they come out .. you've no idea where they come from. I find on those days …. I don't know ... it all depends on where you are at the start of the day. But sometimes you've just got to take it out and go home and then come back to it tomorrow. And other times you actually just want to...once you get past that initial five minutes of ...you know… life is over and I'm doomed and all the rest of it, then you just start working through it. You start processing it. Then you start sticking policies to it. Okay this policy says that. I've got to do this. And generally, that process of just taking a step-by-step approach. That's what calms me down. And then of course I go home and start freaking out about it again. So, there you go.

B

Yeah, that rollercoaster. I think we've all probably experienced that rollercoaster when you think you have dealt with it but it's still there. You've not quite dealt with it in your head.

HT1

Yeah. I don't know if I'm gonna make you worry more about me just now B. I worry about...what *HT6* was saying, I totally agree. At times I feel I'm hanging on and I'm okay with that. I sometimes feel that if I had time to sit and chat it through, I would be a basket case. And that I am holding on okay. And it is just that, getting through to the next holiday and that might sound awful but... yeah the last couple weeks... I think if I had had supervision or anything like that, it would have made it worse. Does that make sense?

B

It's whenever you say it, then it makes it real. If I can just hold on and hold on and get to the end, to the holidays, or get to the end of this week, I can manage. So, there is a fear of saying it out loud because then you have to deal with it, because then its real. And I would probably counter that *HT1* by saying that once you got through that though you can be packaged back up together again or knitted together again in some way that might allow you to get through the next week a wee bit better than you got through the last week. But who knows until we kind of do it. I understand the fear in there and the feeling that's there as well.

HT3

Okay. I had a brief spell of not being headteacher and working within a social work setting and actually I found that supervision as a regular thing that I got from my line manager, because it was built into that particular role, really helpful. And actually, sometimes you bring nothing and sometimes, actually I can't believe the pace at which things work. It's like, it's not being in a school, it's really different, sorry. But it was really helpful to know that like once every three weeks to have some allocated time when you could actually go through that with someone and sometimes there'd be big stuff and sometimes there would be nothing at all and it could be 15 minutes and sometimes it would be 60 minutes, 70 minutes and actually that regularity and that you knew it was going to be there for you was okay. And you know sometimes it didn't quite work and you weren't there and both of you didn't coincide, but actually as a thing to happen and I keep saying the same thing in different ways, and you knew that it was coming along, and you knew that it would be a helpful thing. And that doesn't mean that you can't ring someone up along the way and say I'm dealing with this and its awful or you know, ...I can't... and it's really affecting me. But actually, knowing that you've got regular things programmed in to check up on you. Personally, and I can't speak for anyone else, I found that worked as a mechanism for just putting that stuff, that secondary trauma or whatever it might be. And actually, articulating that to someone else and then having that reflected back at you and then thinking about what that might mean for your own practice as well as your own emotional wellbeing as well. And actually, yes there are times when it's really

difficult. I won't pretend that it wasn't. But then there are times when that regularity actually helped...oh that's part of the dialogue that I need to have to make my work a bit more effective and to make me function as a worker, whatever you might be doing. It helped me in that situation. It helped our department in what we were doing.

B

Yes, thanks. I have supervision and I hold on to things because I know I've got supervision next week or the week after next and it allows me to hold onto things, stuff that I may be a little bit overwhelmed about if I didn't think that I had a place to put that.

HT8

I was just going to say that I would encourage young folks to do that, you know like if I was meeting them weekly, I would be encouraging them to, to off load and I can absorb that because that's what I'm there to do. That's my job. But equally, I think it was *HT3* who was saying that if it's actually somebody's job then you feel … and I encourage them to do that and I say to them, this is my job to listen. But if there is somebody out there who we can do that to then that's...it's just passing it down the line isn't it. And I think you're right it's just like holding onto things. If you know you've got someone to go and speak to then you can either gather a whole load of stuff or some of it might have fallen by the wayside and you don't regard it as important by the time you get there, and I always say to the young folks you don't have to feel like you've got to fill the time. You know there might be a week when it's not been so good and there might be other weeks when it's been good, and you don't have to sit and find issues. So, it's different levels of support isn't it. You do the supporting so in turn you're then laying what you've got to say at somebody else's door, and they can then pick it up because it's their job. So, it's like a continuum really. But the other thing I was going to say and it's maybe just me because my whole work life balance is absolutely awful, and I am no example to anyone. But I do kind of know that I think I like. It's amazing how low expectations we all have in education of the quality of our life. And I think it's really sad because if you manage to go and do...I mean I just manage to have my tea at night and then go to my bed really. I am that sad. Or I get to watch a bit of tele at 9 o'clock. And I regard that as a bonus. You know, and when folks are talking about going for a walk and things, I think that's really important, but I don't know how many people actually manage to do that. So maybe something like supervision would help folks to realise that you can have a higher expectation out of education. I've always been really envious of social work and all the health professionals that get their supervision. I've always thought that was fabulous. And I asked about why we don't get it in education and so…. I don't know why, other than we don't have anyone in place really.

HT6

Yeah I'm just wondering as well, round about if we can...obviously we are talking round about a head teacher level but if we can get it right in terms of our staff as well, will that help limit some of that feeling of the revolving door. Because as you talked around about there, B, you are able at times to think around about situations

and process those situations because you know you've got a place to put them to in supervision. So, it's not something that's maybe needing an immediate response from you at that point or an immediate passing on. And sometimes I wonder if there is that bit like we were talking about, that accessibility of all... you know we were talking about …. but also, that need to be accessible at all points for, for our staff and for our kids as well because that has a real bearing upon us and I wonder if we can get that chain of supervision into a place that successful for all of the profession then does that free up a bit more of that capacity and capability that we all need to move things forward.

B
Yeah, that's a really interesting point isn't it. Because we know that if we get the bottom layers right...it's like the Practice Model isn't it. If you get the bottom levels right it stops things coming up the triangle. So, if you can have staff well-being sorted and somewhere for them to go with their issues then they won't necessarily have to come to you with everything.

So, the last board that I've got here is just 'What else might support you better?' So, let's assume all the things that you do just now, you would still need to continue. Is there more that we can do? Feel free to put supervision on there if that's what you're saying. Not that I want to pre-empt anything at all. But is there something that might be able to support you better? And really be as broad as you can, because I think you are right *HT8*, we don't have high expectations of any of us being able to have a life after work and that just wouldn't be acceptable in an awful lot of professions, but it seems to be for headteachers for some reason.

(Participants added the following to the Jamboard)
Board 6 - What else might help support you better?
- One thing we lack in education is protected time
- The local authority have mental health and wellbeing "champions" that can support staff within working hours. There are no champions in education...
- More bodies – staff
- Acting on the idea of well-being.
- Supervision would most definitely help but, careful consideration as to who is doing it, expectations from it etc.
- Someone to talk things over with. Planned "treats". We do just flop into bed when to have something to look forward to is so encouraging
- Protected time for our own supervision or time to provide supervision to staff
- Tied into the GTCS standards
- Needs to be relationships there that are grounded in trust.
- Supervision. Non-judgemental time. Real awareness of what the job actually entails and therefore the pressures.
- Whole staff support structure-hard to achieve with pressures of time on everyone

- Definitely supervision- A safe place to 'put' stuff that has that identified purpose.
- Senior leaders can solve everything, [because that's how we are] so that everything stops with us, and somehow needn't go any further along, like we are some enormous sponge. Practically, a regular check in with supervisor line manager about emotion / wellbeing and [traumatic] stuff in work

HT8

It's that kind of living in fear as well. Like rather than having support up above us it's more like there is lack of support so then it kind of comes back on you all the time. It's the complete opposite of what you'd be looking for.

B

One of the things that I have been doing quite a bit of reading around is in terms of culture and the culture that supports supervision and the culture that doesn't support supervision and there are obviously quite a number of parameters around cultures that do either or and it's quite interesting then to look at the systems that we all work in. Because sometimes school is a culture that would be supportive or not supportive. You would probably be supportive within your schools that's why you've chosen to be here. But in terms of the wider context, you can kind of tick or put crosses next to the conditions that would make it happen or not happen. I'll leave that open as to where you might think *local authority* would come, but maybe at the next session we could have a look at that in terms of the culture and how successful you think we would be in terms of moving things forward in Highland.

OK. So, there's a lot in there around... I suppose putting our money where our mouth is, I'm guessing. Acting on the idea of well-being. I guess we talk a lot about well-being but actually if we are serious about it we have to do something, in my view, that is very concrete. Protected time. Tied into the GTCS Standards. And it is actually because reflection is in there as part of the standards. It depends how you would define it. It is of interest to me that they haven't gone as far as to talk about supervision, but the standards do talk about coaching, they talk about mentoring, and they talk about reflective practice and time for reflection and continuous growth. And all of those things really would be wrapped up around the concept of supervision for me. Supervision means that you have to have that protected time and it's carved out. People are trained and they're identified to provide it. So, I think probably that's why the standards don't go that step further. But they certainly would facilitate it if we decided that we would offer it within the council.

Okay, thank you for that very, very much. We're not don't yet though. I've got you trapped until 4 o'clock. Are there any further comments around any of that? Around well-being?

HT8

I was just going to say B - we're all saying 'supervision', but it might be important to call it 'supportive Supervision', Just when I'm reading them all (comments on the jamboard), because it's that idea that its supportive, not just kind of…....

B
Exactly, and a lot of the reading that I've been doing is around that definition of supervision. So, in my head, professional reflective supervision is a supportive practice. It's not about line management, checking up supervision, which is sometimes what it seems to be.

HT4
I was just gonna say, I do worry about how folk make comments like I don't know how you do it or you don't have a life or whatever. I do worry that it's not encouraging other people to take things on or maybe consider you know this role for themself. And when I think back to the folk, the role models that I had ahead of me when I was a young teacher that was so encouraging, you know, I would hate to think that. if the support was there, it would encourage more people. If they could see there was a place that you could go to when you've had a hard day. Because I was listening to what *HT5* was saying earlier about your team. You know, you are surrounded by such lovely, supportive people that you do hesitate sometimes to share the nitty gritty because you don't want to put them off or over-worry them or have them take something home. I think, if there was something built into the system that people knew and could learn to trust, I think it would encourage folk who were considering and would love to do this job and it is a wonderful job. But it does have its other side as well.

B
Yes, I think that's right *HT4* and that, to me, is about, you can be quite exposed and quite vulnerable if you don't know that you are going to be supported or there isn't a supportive mechanism in place and so the good bits can be eroded by some of those feelings of vulnerability or fear of exposure or not being properly supported. I think that is why some of the research is around staff retention and why staff leave the teaching profession. Often, it's because they haven't felt particularly supported or they've felt overwhelmed by the emotional stress and I wonder if in situations, if something had been put in there to contain that stress, would they have stayed. Yes. Trust *HT5* is saying in the chat there, is really important. Having a trusting culture but also if you have supervision, having somebody who you can trust. And that's got to work both ways.

OK. Thank you so much for that section. Do keep adding to the Jamboard if you've got the link somewhere there if something else comes to mind.

I want to put our conversation into this kind of framework. I'm just going to share this framework with you and then I've got another number of slides that have just got questions on them. Some of them are dead quick and easy questions and some of them might be meatier. We don't have to get through them all because I think we've

got an awful lot of discussion already going on, but it was to help me structure some of the questions I would ask and some of the discussion that we could have.

So, I am going to use activity theory as a means of kind of gathering all of that information together. So, I'm a practitioner that thinks a lot about systems and understands systems - I think - and so activity theory is a way of defining the activity that goes on in systems and the activity that is undertaken by people within those systems

So, it's a model that identifies various aspects of the system and takes account of roles, responsibilities, expectations and processes that shape what we all do. Every activity that we engage in relies on a number of other influences that enable it and make it possible. So that linking and the relationships that we all have with each other, as we have already said, what the kids bring into us shapes how we interact with them. How our managers interact with us shapes how we can be within our schools. And this theory would propose that we are only really able to undertake specific actions because people and things and processes within our system all link together and interact together.

So, this model that I'm just going to show you just now is associated with activity theory and it can help...well hopefully it can help me make sense of the systems. And so, what it would purport is that you are there - you are the <u>subjects</u> for this piece of work anyway, you're the subjects within the system. And what you put onto the jamboard earlier on in terms of your aims and your objectives, that's the <u>objects</u>. You've got particular objects that you're working towards. Outcomes that you're working towards. So, all of those things that you said earlier on about well-being, about the vision, about supporting your community and supporting your staff, all of those things. And it looks as if that should in theory be in a straight line. But there are lots of other lines in this diagram because there are other parts of the system that we have to take account of.

One of those parts you would recognise as being your school <u>community</u> and the school community are all of those things you have mentioned already. K talked about Education Scotland, *HT8* talked about senior managers, we've talked about pupils, other staff, parents, your third sector organisations, partner organisations that you work with. So that's all part of your community.

And then there are <u>tools</u> or resources, or artifacts or the language that we use. They're the specific resources, the language, the IT equipment, the training packages, the teaching resources that you might have. All of these things you might have that are tools to help you do your job. The specific educational language and all of those things that help us to interact with our communities, that help us achieve our end goals.

There's then <u>rules</u>. Rules that we follow and rules that we might not follow. Rules that we know are there and we don't necessarily follow and there's written and unwritten rules. So, I'm really interested…. I did an exercise with my team last

month about the things that we promote within our service and the things that are discouraged, not because it's written down anywhere that you shouldn't do them, but just because of our actions and how I interact with members of the team as the service manager. So, there are rules that are unwritten and rules that are very formal and we have to follow - legislation and the like. But there are rules that are very formal that we choose not to follow, and I'm interested in how systems allow that to happen and why we end up in those situations as well.

And then the last part of this model are the <u>roles and responsibilities</u> that you would have as a head teacher and some of them are guided by LNCT or SNCT agreements, some of them are guided by the GTCS Standards, some of the are guided by HR policies and some of them are just responsibilities that you've taken on over the years, that might not even have been given to you formally, but they're there none-the-less.

And within that system there will be tensions. So, I guess for the next half hour I am really interested in trying to tease out some of those tensions and this - I don't have any JamBoards for you to write on. If you want to drop me a note that will be fine or put things in the chat box that's fine- but just to have a conversation about some of those.

And I don't think we need to spend a lot of time on many of these questions because in terms of community it's just the people. Who is it that you feel responsible for? You can just shout out, because I will transcribe it all, so don't worry about talking across each other.

HT4
Families

HT9
Staff

HT5
I think it's everybody.

B
Everybody and anybody?

HT2
Pretty much in the communities. Yes. It's again I don't know if that's just the way the job's evolved, that you are the go-to for everybody else, so then that naturally has that cycle of, you then become that...that becomes your responsibility. From parents, families obviously, pupils, but for staff, partners, you know different partners that are there to support, but trying to make sure that they are doing their parts of their jobs to make your job a little bit easier as well can sometimes bring its own challenges as well.

B

Yes, that's huge. I hope you are all appreciating, I mean I know that you have by verbalising it - speaking it out loud, you know, you are responsible for everybody. You are responsible for the well-being of everybody. These are huge statements that you are making.

What about who you are responsible to? Who do you feel responsible to?

HT9

Everybody again.

HT2

Yeah

B

Does that go back to those initial statements that you were talking about, that everyone is an expert, and everyone feels that they can scrutinise and criticise.

HT1

I think. Yeah. I mean you are responsible as a leader in the community. You are responsible to all the people you've just talked about. Education Scotland and that but you are responsible to your children ultimately and their families and the community that you serve. So, I think you're responsible for and to them. I also sometimes feel that I am responsible for the local authority and the people above you as well and checking in with them. I don't know if that's just me.

B

I was just going to ask. Do you feel more responsible **to** your families and community than you do **to** the local authority?

HT1

Yeah. I do.

HT3

Yeah, I wrote an e-mail about reputational damage to *local authority* which, sorry, I really shouldn't be saying this, I couldn't give a fig about really. But I thought it might make certain people jump up and down to get what the school and families need. Actually what I care about is getting the right support for the child and the family and the staff, you know, and actually *local authority* can do their own stuff and we feel, you do feel quite like - you're there in the school and it's like, that set of families in that environment wherever it might be, whether it's in the middle of *city* or whether it's me stuck out *here* and actually you feel much more responsible for and an allegiance with those people you have daily emotional ties with rather than a larger, more nebulous organisation. And I just used words like that. I don't know if it made any difference or not, well it does matter, but, you know, you feel much more part of that community than you do feel part of *local authority*. In terms of the council. Well, that's my view anyway.

B

Yeah. I understand that, because that's the day-to-day conversations you are having all the time isn't it.

HT3

Absolutely. And it's those conversations that build up trust and they build up relationships and the way you can then work with families when it becomes easier, or when it even becomes harder. You know, and you've got to do that to make things work. Can I just say, this is really helpful B. Thank you. This is like. I'm really glad you are having this conversation with us all. Thank you.

HT8

I think you can feel responsible, first of all to your pupils and parents and staff until *local authority* decide that they want to get involved and then there's a different weight coming at you from a different angle as well. And so, you do that, and you do the right thing or what you think is the right thing, bearing in mind that there will be views and whatever, but then when they decide that's not something they would quite like to see or when a parent's maybe not that pleased with you and they come down on you like a weight. I was going to say, you know how you talked about culture, it's also, its climate as well isn't it. It's the climate that that culture creates. Yes, and you just have to go on believing that you are doing the right thing for your folks around about you. It's just that there is something circling around us, somewhere.

HT4

Can I just say, to add to that *HT8* that this week, our cook decided not to follow the menu one day and brought in apple crumble and custard, which was not on the menu. But she knew that our children....you know, to have something warm and nourishing or whatever and she did say that she had halved the sugar content in the custard and the apple crumble. But the kids were all up at the hatch thanking her. She knew that's what they needed and what they would enjoy and thrive on. And I've just not said anything. And so, I think to *HT8's* point and to what you said earlier B, you do feel that they are with you in the community and rightly or wrongly. It was a great one off.

B

I love that. That's a great analogy isn't it. You do what's right for the kids - make apple crumble and custard. Love it.

What about this next one then? Who you work with in your school community you've already said? Can I prompt you to think about some of the services that I might manage or some of the external services, do you see them as part of your school community or part of *local authority*? Are they external? Where do they sit at the moment?

HT5

I think at the moment - partly - I Mean when you look beyond the school, and that's what we're encouraged to do. Is healthy to do. When you look out-with the school and I've noted that down. Whether that's about the amount of change that is within the authority at the moment. Like I honestly. I prefer just to get on with things myself, because I don't know who the next person is to go to. I don't know what the chain of command is. I have to be honest, I don't always respect the chain of command and I don't think that's a 2-way thing, I feel is reciprocated, so, I tend to, if I'm being honest, I try to work with my secure base. That's my community, with my people and my team that I know, and I feel comfortable with and trusting of. Maybe that will come, that's probably what keeps me hanging on. I think well there must be a light at the end of this tunnel, that people actually know what they are doing. But It's still not here and I don't think that's because of covid. I think that's been something for a long time that we've been trying to get a structure in place that it feels a 2-way thing and it doesn't feel like that to me and I'm maybe naive in the job of a head teacher but certainly not working for the council I don't think - that's my feeling at the moment. Is that it just doesn't feel that we get there - ever, with a tight knitted whole school community. I would love that to be, you know the partner services, you know that they all worked, they all worked together and that's not through any particular fault, you know. I think that's just the way systems are at the moment. Things. You can't just go back in the day, like early intervention approaches where we would, where that would be the norm. You would meet with people, you would identify things as a team, we would. You knew who your team was. You knew your community paediatrician, you met with them. Those kind of days. I think. It gets harder and harder to nail who your team are because it changes so frequently.

HT8
I think B. I really welcome anybody who has worked with us. I really welcome them. But so many folks changing, so many folks go off on different jobs, they go off on sick and you don't see them again. I think that you really struggle with that. But you know that you want them to be part of your school community. You would consider them to be that. But there are, I mean, I think there are a lot of changing faces. And then there's a lot of people who turn around and say that's not their role anymore. I mean like roles have changed without anyone telling any of us. So, they're just like. I mean the school nurse was refusing to even give us advice on something that was like entirely to do with health. Way beyond. I mean we go to the end of the earth, but it was even beyond us and yeah, I think, yes. It's like - we're still here and as everybody knows, we are responsible for absolutely everything and everyone. But we need. And we would work with everybody, we're just lacking in them, and they keep changing.

B
Yes, I appreciate that.

HT9
Yes, I think that's a very good point. Just on a personal note there. That when I finished and came to do the job for this one, there was no ending for me and there

was no acknowledgement of that. And I feel responsible still that. I think it's a shame for the community… and as *HT8* said….and I worked with *HT8*….and the work that I did with other people, that, that was never shared. Now that's a personal one. But that's the reality. And I think, there's lots of good work that goes on and it's not. It's not finished off for people, and so therefore people are looking and wondering where it goes. What happens next. And a lot of it gets lost which is a real shame actually. Because when people commit to things and then are not able to pass it on or get that opportunity. I'm not meaning to make this personal. I'm not. But it doesn't help the situation actually and it's not just for the people you are working with, it's for yourself as well.

B
No. I appreciate that. It's not good psychologically if you don't get a chance to round things off. Startings and endings are really important and we're not good at that at all.

HT8
And I was going to say that I think the Council are particularly poor at that. Because I still sometimes e-mail *HT9* and say….and I know you've got a different job, but it's because no one was put in your place, or if somebody was, that wasn't made clear, or if it was put onto someone else's remit. And I think that's because, I don't know, do they not want to own up to the fact that they've just kind of deleted something or…it's not subterfuge, but there's really, it's not clear out there, sometimes who's doing what. And like *HT9's* doing a brilliant job, then that just disappears and there's nothing put in place instead. Yes, and I feel for you *HT9*. Because it was really important work that you were doing, and you just feel like that's the very end of it. But that's again *local authority* culture isn't it. Kind of valuing folks.

HT9
It was totally not meant to be personal to me. It was just in the bigger picture, but it is important not just for the schools and staff that we work with, but for the communities as well. So, you know, it doesn't feel right for anybody I don't think. I think it is a really important process for starting off. As you said B, beginnings and endings, that we worked on as well and then you are not able to put that into practice. You know, so that is not supportive of anyone.

B
Ok, What about rules? What rules or policies or documents are helpful? Let's start off with the positives. The rules that you follow, or the legislation or the policies, or the practices or the guidance that we have that help you do your job.

HT1
I think ones that people have come together to create them. So, Yeah, like your child protection. You're, well I just used the relationships one that's there, very successfully on the inset day. So, I think ones that where they've all come together like people have come together to create them. Like the Equality and Diversity Policy, when that came out. That was really helpful as well because it gave you a

guide and something to go from. Ones that allow you then to develop them for your own context, but ensure you're following law I suppose, are exceptionally helpful.

HT6

Some of the guidance that is created by kids and young people for adults, so that it's coming directly from them and but being supplemented by some of the expert knowledge and some of the law that sits alongside them as well. But it's accessible and for us, and it can be taken and used along with kids and young people as well.

B

Yeah. It just makes it real doesn't it if practitioners have created it or if children and young people have created it and it should be applicable to practitioners in similar situations and other kids in schools.

HT4

Just one more. Going through the UN charter - the convention. That was so powerful for our children and just to…. I mean they are very empathetic, but it brought out situations that maybe, some of them have so little themselves but some others have even littler. You know and the compassion that brought out, but maybe just knowing there's a body of people in the world that is as concerned for them as they are for every child. I think it's really, really powerful for our school community.

B

That's a nice way of looking at it isn't it, kids seeing a body of people out there that are concerned for them.

B

What about the rules or the policies that are not helpful? Have we got long enough?

HT8

What about the current position statement, are we allowed to say anything about that? I got told this morning that we were just trying to find ways around it, which I totally was. Because it's kind of fallen behind what the world is doing outside. So, yes, and in terms of being - you need to be able to pick them up and they need to be really clear. Quite a lot of the time you are deciphering what someone is trying to say. It just needs to be, if it can just be straight forward. Instead of having to go and find someone to ask questions about it and translate it.

HT3

Yes, I had to unfortunately exclude someone the other day and actually I found the policy really helpful and really clear. Have you considered X, Y and Z. Have you done this? Have you not done that? That was really helpful, but I can't see that with the Position Statement. It is more ambiguous and it 'shouldn't be. You know, its stuff that really matters. And actually, one thing you expect from a policy you would expect is clarity. You know, it's written down, it should be unambiguous.

HT2

Well, I was going to say that I think there are some early years documents that are absolutely fantastic. You know, realising the ambition - absolutely. But the amount of policies that are governing our early years at the moment. I am struggling with. There are so many policies that we need to be checking and cross-referencing, and I find that bit, not helpful. I don't disagree with some of the messages in the policies, but it's just the amount of governing that's happening in that.

B
Yes. Absolutely

HT6
Yeah, building on from *HT2's* point there, thinking around sometimes the conflicting policies and guidance from organisations that don't quite knit together and also policy or guidance that's got a hidden agenda. So sometimes it's something that is promoting something, but actually it's a whole pile of cost savings that sit underneath it that make you think like we're doing something different than what we are maybe doing. We're being recorded right?

B
We can all read between the lines. OK, so what are the unwritten rules, the ways of working, the expectations, you maybe feel are implicit, just by how others engage with you.

HT8
I think I would say, sometimes around ASN sometimes and the things that you can and can't say and can't provide for and trying to explain to parents without landing the council in it because you're an officer of the council, around why you can't provide support for someone. Until you get to the point you can't do that anymore. But, yeah, that's something that I think just gets handed down, or you learn that from other folks, or you learn it because you've gone and said something and you're picked up very quickly around it. Yeah, where you can't provide support, but you're not allowed to say that. You have to find a different way of saying it without giving away the council's sort of position on it, sometimes.

B
Yeah. I think that's right. It's a real tension in there isn't it, that we are - for all we can bash *local authority*, we are paid by *local authority*. We are *local authority*, and it's quite tricky to walk that line sometimes.

Thank you very much, I'm just going to go right through to my last slide, because we have covered an awful lot and I'm just going to say that (Thank You on Slide). You have given me a huge amount. What I would quite like to do is...I'll stop presenting, so that I can see you all big, rather than tiny wee things on this screen...If you are available to come along on 29th for the next session, what I would quite like to do is...I will do the transcript. I'll have a look at the diagram, that diagram that I'm going to use as hooks to put all the information around...how we work, your responsibilities. That you're working towards, where the tensions are sometimes with

that lack of clarity and the things that you have talked about and then if there are any gaps in the questions...but I think mostly, as I looked through my sheets there, you've covered most of the things in other discussions. But if there's any gaps, we can pick them up the next time we meet. And one of the last questions I was going to ask was do you think that supervision is one of the things that we should - that I should, as an officer within the Council, and the principal psychologist, be promoting as something that we should follow (everyone nods their heads). I am guessing the answer to that would be yes. It would be worth continuing the conversation.

HT3
We're a self-selecting group here aren't we?

B
Well, absolutely. And that's Ok because to be perfectly honest *HT3*, my service, or anybody else, could not provide supervision to all of our head teachers at once. So, anything that we do is going to be to a self-selecting group. You can't make somebody want to have supervision, can you? So that's absolutely OK. It's fine.

HT3
It's kind of one of those things that if you start small and trial it and say these are the positives and make it work and say this is what we learned, this is what we did wrong, this is what we did right. There are definite benefits to this person, that school, it then encourages and makes it a model to move forward within the education world. You know, and I think you need to have some success if it's gonna be taken further than this bit of research.

B
Yeah. Absolutely. And I guess what I want to do, is I want to add to the conversation across Scotland so that we can keep that conversation going. So, the next session I will feed back what your thoughts have been around today, and I think that you - hopefully you'll find that interesting anyway, because it's been a really interesting conversation to have. But we can spend a bit more time then thinking Okay, if we are going to do this, there's a number of models out there and I'll present a number of models to you and we can maybe have a think about, which of the bits of these various models would fit for education and how could we structure something that would work for you in your roles as head teacher. When I look at the research, when supervision has been provided within schools, it's been adopting, as M said, maybe adopting a social work model or adopting a clinical model and sometimes they don't fit very well, so I am really keen to try and think about how we can construct something that would be much more fit for purpose, just within the world of education (everyone nods). And create something that's better at that.

Any final comments?

Thank you so much for your time. It's been so helpful to me.

End

Appendix 6 – Jamboard Responses from Workshop 1

Board 1 - In ONE or TWO sentences, what do you consider are the main roles, aims of a Head Teacher

- To lead the school community in a way that enables us to achieve the best for the children in our care.
- Service to learning community
- Ensuring safety and wellbeing of staff and pupils
- Supporting my team to move forward especially given the last 18 months
- To create the conditions to enable a learning culture.
- Build capability in others by creating space and capacity.
- Modelling, facilitating, collaborating, supporting, guiding, uniting
- Lead and manage the staff team.
- Providing vision and direction to school and school community
- To lead and manage a team - pupils, staff and wider community in supporting children's learning, health and well-being.
- Building and maintain relationships.
- To contribute to the wider community for the future generation.
- Maintaining positive relationships
- Plan for wellbeing.

Board 2 – In the time you have been a Head Teacher how has the role changed or how is it changing?

- 1 year. Crisis management (due to COVID-19).
- 1 year. A shift in focus from continuous improvement to "recovery".
- 11 years - Because we were there, some parents shared some significant things over the last few months - relational difficulties etc. This was positive, but left a lot with you
- 6 months Acting, 18 months Real! Change has been relentless and reactive, rather than proactive.
- Since August 2010 - use and impact of IT/technology, crisis management, improvement agenda, change in access to resources
- Emphasis on working directly with families and children, and the relentless nature of it all, whether it be through child protection, traumatic events within and without school, all that demands an emotional investment in terms of support, reflection and further action.
- 8 1/2 years as HT. Change is possibly in me through experience - drawing on support from others initially and then understanding the system and HTs place in it and influences on role. Changes in views from society? Pressures on HT.
- 'Normal' HT for about one month, then Covid HT
- Since Feb 2019. Greater uncertainty, greater visibility. Mix of HTing in person and virtually. Virtual platform allowed me to meet broad range of colleagues.

- Been a head since Nov 2018- Managing change at a fast pace that is mostly beyond my control. Haven't really got enough experience in this role to know whether that is the norm if there is such a thing!
- My vision and expectation is different than what I expected the job to be, (due to Covid?) but.... now I realise that it is the reality and I work within those parameters.
- I have been an HT for 12 years - within this community, needs have escalated, and the role is now very diverse in terms of supporting families and learning in a range of ways to best engage the needs in our community.
- Feel we have more hats on now - less support from other services and more expectation of what schools are responsible for. No longer just learning and teaching.
- Visible and always available - in other's eyes.

Board 3 - Do you feel responsibility for staff and pupil wellbeing?
- Yes
- 100% Yes
- 100% Yes
- Absolutely
- 100%- Sometimes to the cost of my own wellbeing
- Absolutely! It's what keeps me up at night!
- It's also being aware of how your wellbeing (as leader) can seep throughout the school also. Always aware of that too so sometimes feel have to mask that.
- Yes, I do feel that. If a member of staff has had a difficult time, I expect to be there, to pick up the pieces, and to make sure they go home ok. If not, I will check up on them later if they have to leave immediately. (I wish HC would do the same]
- It's also being aware of how your wellbeing can seep throughout the school also. - totally get this - and still learning this day by day

Board 4 – Is it easy for you, staff or pupils to share concerns about wellbeing or mental health? If not, why do you think this is?
- Pupils - I would hope so. I know this is not the case for every child.
- No, feeling of weakness.
- Staff - mostly. Trusting relationship amongst the team. Most of the people in the team have self-identified "go-to" people when the going gets tough.
- Have observed how when this impacts on performance can cause guilt on one part and then frustration and resentment on the other.
- Staff and pupils yes - where does the HT go?
- As HT - where is the safe space to be able to do this? There are days where I try to share that I have a "thin skin" day, without trying to pass on any negativity to the team.
- Have developed skills for staff and children to have open conversations to support each other.

- Yes for pupils and staff. I actively try to create that kind of environment and am conscious I maybe over share!
- We have a general focus on pupil well-being at all times. Pupils know this (but we probably miss things too.)
- Strong 'team' ethic and support but some staff probably don't share things because of strong personalities.
- I hope and feel that staff can bring concerns, but time is an element for everyone.
- Not wanting to add to anyone else's load (personally) as a school we work hard as a team to be open, responsive, support our children to articulate - J, totally with you in what you shared
- Supportive ASG but I feel that they have enough to deal with and that I don't want to add to their workload.
- Totally agree - you find your HT 'tribe' to help you. This can be more difficult for those new to role.

Board 5 - Do you 'take home' worry and concern about staff or pupil wellbeing? If so, how do you manage this?
- Managing - family time. Ensuring you do switch off. Reading rubbish books that take you out of that head space. Chatting it through with someone. Being kind to yourself.
- Yes, a lot of the time, often related to how you have dealt with it or how you will deal with it.
- Yes. When it's "low level" exercise and fresh air are fine things. When it feels a little more turbulent, quite often I'll try and get on with it to the best of my ability.
- YES! Discussion with other HT colleagues, sometimes discuss with line manager...sometimes I don't manage it!
- Yes.......I do try to put my thoughts elsewhere but can find this hard at times. I try to keep to a routine and take time to do the things I enjoy. Sleep can be hard to find.
- Yes- don't manage it well. Overthink things, dwell. I feel I second guess myself all the time...have I done enough???
- I run to and from work, don't take my laptop home. I work enough hours as it is. Staff can WhatsApp me if it's serious. 30 minutes at the end of the day like that really help me; not for everyone for sure!
- If there is any time to share at the end of the day that can be very useful
- Having done previous courses on Supervision, Emotional Literacy and Lead On, I have developed the skill of 'it is what it is' and 'tomorrow is a new day' and 'I have done my best' and Bernadette's quote about ' what isn't done, isn't done, and the world won't fall apart' often comes to mind.
- Almost every night, and most nights it's fine - just process while dinner's on and reach a decision - but other nights it doesn't work. Then it's Sleepless in Seattle. Doesn't happen often though!

Board 6 - What else might help support you better?

- One thing we lack in education is protected time
- The local authority have mental health and wellbeing "champions" that can support staff within working hours. There are no champions in education...
- More bodies – staff
- Acting on the idea of well-being.
- Supervision would most definitely help but, careful consideration as to who is doing it, expectations from it etc.
- Someone to talk things over with. Planned "treats". We do just flop into bed when to have something to look forward to is so encouraging
- Protected time for our own supervision or time to provide supervision to staff
- Tied into the GTCS standards
- Needs to be relationships there that are grounded in trust.
- Supervision. Non-judgemental time. Real awareness of what the job actually entails and therefore the pressures.
- Whole staff support structure-hard to achieve with pressures of time on everyone
- Definitely supervision- A safe place to 'put' stuff that has that identified purpose.
- Senior leaders can solve everything, [because that's how we are] so that everything stops with us, and somehow needn't go any further along, like we are some enormous sponge. Practically, a regular check in with supervisor line manager about emotion / well being and [traumatic] stuff in work

Appendix 7 – Chat from Workshop 1

Workshop 1 MS Teams Chat 1.10.21
[01/10/2021 14:08] HT5
Sorry I'm late!

[01/10/2021 14:22] B
https://jamboard.google.com/d/1Id8xrAxFE7FmE0vTrm_vgxmEGxn0t4oQKFUvgRj9ufw/viewer?f=0

[01/10/2021 14:30] HT3
Our new fire alarm is broken, and the janny keeps interrupting me...

[01/10/2021 14:30] HT4
Sorry, unable to access Jamboard. I have been an HT for 12 years - within this community, needs have escalated and the role is now very diverse in terms of supporting families and learning in a range of ways to best engage the needs in our community.

[01/10/2021 14:31] B
Thank you HT4. I've put that on for you

[01/10/2021 14:37] HT4
Very much

[01/10/2021 14:38] HT4
Thank you B

[14:42] HT4
<mark>Not wanting to add to anyone else's load (personally) as a school we work hard as a team to be open, responsive, support our children to articulate</mark> – HT5, totally with you in what you shared 🙂

[14:50] HT5
Well put HT7! Totally get that!

[14:50] HT4
Thank you HT7, so well expressed

[15:00] HT8
<mark>if there is any time to share at the end of the day that can be very useful</mark>

[15:01] HT8
<mark>otherwise it's offloading at home and trying to stay married</mark>

[15:03] HT4

Yes.......I do try to put my thoughts elsewhere but can find this hard at times. I try to keep to a routine and take time to do the things I enjoy. Sleep can be hard to find.

[15:03] HT8
agree with HT2 entirely.

[15:04] HT4
My Mum used to say, give me 15v

[15:04] HT4
15 minutes with a cup of tea,,,,,,,,I totally get this!

[15:07] HT4
Understand what you are saying HT1 and B - sometimes you need time to share

[01/10/2021 15:10] HT9
i agree with you HT8 - I feel the same about Lockdown - all I have done is work!!

[01/10/2021 15:10] HT5
Great point about expectations HT8!

[01/10/2021 15:12] HT8
one thing we lack in education is protected time

[01/10/2021 15:13] HT8
supervision and protected time to have that. I like what HT6 was saying as well

[01/10/2021 15:14] HT4
Someone to talk things over with, planned "treats" to what HT8 said, we do just flop into bed when to have sth to look forward to is so encouraging

[01/10/2021 15:14] HT8
continuum? of support ? pupils.... staff...PTs....... SMT

[01/10/2021 15:15] HT8
supportive line managers in the council !

[01/10/2021 15:21] HT5
Trust is very important-creating a trusting culture takes time

[01/10/2021 15:24] HT3
As I'm undertaking Into headship, I am surprised at how little content there is for aspiring or existing leaders in terms of well being, managing traumatic events and circumstances, etc which is a HUGE part of being in a school community.

[01/10/2021 15:28] HT4
Families, Staff

[01/10/2021 15:29] HT9
whole school community, at different times

[01/10/2021 15:29] HT7
Everyone who is part of the learning community

[01/10/2021 15:31] HT7
Whoever I'm speaking to at the time

[01/10/2021 15:35] HT1
There's a theme running here - everyone lol!

[01/10/2021 15:37] HT4
Agree totally HT5

[01/10/2021 15:42] HT4
Child Protection
Shared understanding so important

[01/10/2021 15:45] HT1
Those that are extremely long, very difficult to understand, woolly or written without education in mind.

[01/10/2021 15:46] HT4
Clarity is so important

[01/10/2021 15:47] HT1
Summaries are always helpful

[01/10/2021 15:50] HT4
Thank you to everyone for this time, so uplifting. Have a lovely weekend!

[01/10/2021 15:51] HT4
YES!

[01/10/2021 15:51] HT5
Thanks everyone. A very valued space.

[01/10/2021 15:53] HT3
that was a really valuable and helpful. thank you everyone.

[01/10/2021 15:53] HT6
Thank you everyone. It's been a great space this afternoon!

[01/10/2021 15:53] HT9
Enjoyed this, and having a seat on a Friday afternoon! Thankyou.

[01/10/2021 15:53] HT1
Lovely to see everyone. ==Thanks B for a really interesting session==. Have a super, chilled weekend all.

[01/10/2021 15:54] HT8
have a good weekend!

Appendix 8 – Activity Theory Analysis from Workshop 1
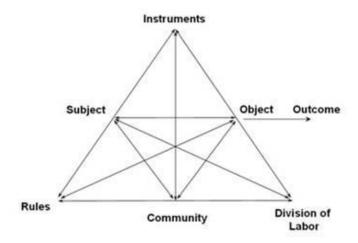
Figure 1. A model of human activity proposed by Leont'ev (cited in Engeström, 2001, p. 135).

This framework from Activity Theory provided the basis for the thematic analysis of the discussion during the workshop. The discussion was coded within each of the themes and summarised below. In addition to these themes, a further significant theme of 'Wellbeing' was explored at length. In essence, the analysis of the discussion around wellbeing indicated that having reflective spaces and time for support and supervision at all levels would be helpful in containing emotions and would be supportive for head teachers and senior managers in particular, who it was felt at present contain the emotions of others, but currently don't have a system that can support them, out-with the informal collegiate support from other head teachers.

Thematic Coding for AT Content Analysis

Main Theme	Definition
Tools Physical objects and systems of symbols that people use to accomplish the activity:	- Material tools used to do the job eg research papers, books, documents etc - Technical tools eg data, IT systems etc - Cognitive tools eg language, training, learning etc
Rules Policies and practices that people adhere to while engaging in the activity – both written and unwritten	- Laws, guidance, policies, - Conventions, customs, and agreements - Spoken and unspoken policies/practices etc
Community People and groups whose knowledge, interests, stakes, and goals shape the activity	Colleagues, partners, parents, children, managers, Education Scotland, EIS etc,
Division of Labour	- Roles and responsibilities

How the work in the activity is divided among participants in the activity.	- HR policies - Conditions of Service
Object Immediate goals of the activity	- goals, aims, outcomes - what you need to do
Outcomes Long-terms goals of the activity	- What you want to achieve
Wellbeing Environmental and psychological factors that impact positively or negatively on emotions	**-** stress at work or home - emotional exhaustion - low mood - psychosomatic responses to stress - negative impact of job demands - positive feelings associated with the job role

Theme 1 - Subjects:
• Senior Managers in schools (Head/Depute Head Teachers)
Theme 2 - Objects:
Sub-theme 1 - Leadership of the school • To lead the school community • To lead and manage a team - pupils, staff and wider community • Lead and manage the staff team. • Providing vision and direction to the school • that general day to day crap that you get from everybody. • Things I haven't managed to get done • actions that I'm taking • Just get on with it • I deal with situations • Process….and reach a decision • you are able at times to think around about situations and process those situations • You do the right thing or what you think is the right thing • doing the right thing for your folks around about you. **Sub-theme 2 - Management of change** • Crisis management (due to COVID) • Managing change at a fast pace that is mostly beyond my control. • A shift in focus from continuous improvement to "recovery" • Reactive rather than proactive • Improvement agenda • Suddenly everything is urgent because it ends up on your lap immediately

- Dealing with …..
- Thinking what that might mean for your own practice

Sub-theme 3 - Supporting the development of others
- Build capability in others by creating space and capacity.
- Modelling, facilitating, collaborating, supporting, guiding, uniting
- To contribute to the wider community
- Support, reflection and further action
- Having regular conversations
- Just to be there to listen to each other
- Working with families

Sub-theme 4 - Supporting the wellbeing of others
- Ensuring safety and wellbeing of staff and pupils
- Building relationships.
- Plan for wellbeing.
- Supporting my team
- Supporting children's learning, health and wellbeing
- trauma or difficult stuff or anxious stuff or episodic enormous stuff you've all of a sudden got to deal with
- Offering support
- I would drop everything else to try and address that
- Filter stuff out
- supporting everybody

Sub-theme 5 - Supporting learning
- Service to learning community
- To create the conditions to enable a learning culture.
- Learning in a range of ways to best engage the needs in our community
- Learning and teaching

Theme 3 - Outcomes:

Sub-theme 1 - Learning and development
- To achieve the best for the children in our care
- to enable a learning culture.
- Build capability in others
- To contribute to the wider community for the future generation.
- What I care about is getting the right support for the child and the family and the staff
- Vision and expectations

Sub-theme 2 - Wellbeing
- Ensuring safety and wellbeing of staff and pupils
- To lead others in supporting children's learning, health and well-being.

- Maintaining positive relationships
- A really strong belief that wellbeing and people's health is a real foundation in the school
- we're trying to support everybody else and accommodate everyone else.

Sub-theme 3 - Improvement
- To move forward
- Improvement agenda

Tensions:
Sometimes other things get in the way.
Not having the resource to do what may be required
My vision and expectation is different than what I expected the job to be
When there is an issue with pupil well-being or staff well-being, I would drop everything else to try and address that sometimes to my own cost

Theme 4 - Community:

- Pupils
- Parents
- Families
- Community partners
- Support services
- 3rd sector 0rganisations
- Regional Improvement Collaborative
- Education Scotland
- HC Senior Management
- Other HT colleagues
- Associated School Group
- We are very good at sharing and trying to be quite constructive in how we help each other.
- Small schools can be supportive or can create issues
- You feel much more responsible for and an allegiance with those people you have daily emotional ties with rather than a larger, more nebulous organisation.
- I try to work with my secure base. That's my community, with my people and my team that I know and I feel comfortable with and trusting of

Tensions:
Responsibility for all provides stress and pressure on HTs
Expectations are high on us to deliver
Regular changes in specialist services – gaps in service provision
In a small community you can feel trapped at times.
Practitioners (GPs, receptionists etc) are also parents of pupils in your schools.

You are surrounded by such lovely, supportive people that you do hesitate sometimes to share the nitty gritty

Trying to make sure that different partners that are there to support, are doing their parts of their jobs to make your job a little bit easier

It gets harder and harder to nail who your team are because it changes so frequently.

We would work with everybody, we're just lacking in them and they keep changing.

Theme 5 - Tools/Instruments

Sub-theme 1 - Information Technology
- IT – e-mail, video calls, virtual platforms
- Use and input of IT/ technology
- Social media

Sub-theme 2- Professional support and reflection
- HT informal peer support
- Coaching
- Listening time
- Receiving Supervision in the past and training in supervision providing skills to draw on
- It is really useful to have people at your own level to speak with, that you can share with, like other headteachers or deputes. But sometimes you're just needing, you're needing that supervision around what you're doing.
- Having that quick ability to be able to reach out to someone and see them and have a conversation
- Having time to think, to step back has made a difference to me to being able to be prepared to deal with other things for other people.
- Training in Emotional Literacy and Lead On helps keep things in perspective

Sub-theme 3 - Resources/support for others
- Resources (for support)
- Garden Visits/Doorstep visits

Tensions:
Expectation to be available and responsive
- Visible and always available to others
- People expect immediate responses
- Suddenly everything is urgent because it ends up on your lap immediately with emails and things.
- Short timelines ... people say I'm coming tomorrow to see you and they're not really appreciating that there's other things going on in the day.

- Everybody seems to be more critical (on social media) and feeling that they can scrutinise what other people are doing and as head teachers and as schools we certainly feel that quite a lot

Professional support and reflection
- Peer support can put pressure on colleagues
- I think the structures are in there for staff and pupils, maybe more than they are for head teachers.
- Informal support from HT colleagues is invaluable, but there also needs to be someone there just for you
- We don't have anyone in place to deliver supervision to HTs, but it is required.
- If we can get that chain of supervision into a place that successful for all of the profession, then does that free up a bit more of that capacity and capability that we all need to move things forward.

Resources/support for others
- Change in access to resources
- Limited specialist resources to help with support

Theme 6 - Rules:

- GTCS Standards
- Guidance documents/policies can help guide you
- Ones that allow you then to develop them for your own context,
- Ones that people have come together to create them
- Some of the guidance that is created by kids and young people for adults, so that it's coming directly from them and but being supplemented by some of the expert knowledge and some of the law that sits alongside them as well.
- The UN charter - the convention
- The exclusion policy is helpful and really clear
- Realising the ambition is very helpful for early years.
- COVID guidance
- Health and Wellbeing Policy

Tensions:
Unclear policy documents
- Lack of clarity in some documents
- Confused messages in documents – conflict between different documents
- Overlay of COVID restrictions
- Those policies that have fallen behind what the world is doing outside are not helpful
- Sometimes there are conflicting policies and guidance from organisations that don't quite knit together and also policy or guidance that's got a hidden agenda.
- There are too many policies governing early years right now

- Policies can just be straight forward. Instead of having to go and find someone to ask questions about it and translate it.

Impact on wellbeing
- Not being able to be honest with parents re support for pupils – having to maintain a stance as an officer of the Council
- As a head teacher, I feel like I can't show my weakness, or that I'm having a bad day.
- Person responsible for HWB policy may also be the HT

Unclear external expectations
- You do what you think is the right thing, but then when they (local authority) decide that's not something they would quite like to see or when a parent's maybe not that pleased with you, they come down on you like a weight
- There are some 'rules' that just get handed down, or you learn that from other folks, or you learn it because you've gone and said something and you're picked up very quickly around it.

Theme 7 - Division of labour:

Sub-theme 1 - Head Teacher role
- Role is now very diverse in terms of supporting families and learning in a range of ways to best engage the needs in our community.
- Supporting and listening to pupils and your staff
- Child protection, traumatic events within and without school, all that demands an emotional investment in terms of support, reflection and further action.
- Really difficult child protection case or a really difficult behavioural episode within school
- Supporting families in crisis or children in crisis
- Having that wider view of being a head teacher. So, like your place in the system and drawing on everything that comes into that

Sub-theme 2 - Head Teacher responsibility
- Responsibilities of a head teacher
- Responsible for learning and teaching
- We have a duty of care to all those people that work within our environment.
- You are responsible as a leader in the community
- You are responsible to Education Scotland etc, but you are responsible to your children ultimately and their families and the community that you serve.
- I also sometimes feel that I am responsible for the local authority and the people above you as well and checking in with them

- HTs filter things out for staff and act as a buffer between them and parents, social care staff etc.
- HTs absorb as much as possible so that teachers can get on with managing learning and teaching and supporting children in their class.
- If a member of staff has had a difficult time, I expect to be there, to pick up the pieces, and to make sure they go home ok. If not, I will check up on them later if they have to leave immediately.

Sub-theme 3 - External expectations and supports
- GTCS Standards
- Empowerment agenda
- Reactive rather than proactive
- Drawing on support from others
- Drawing on those close to you to just do your job
- When in difficulty, go to your line manager

Tensions:
Changes in responsibilities over time
Senior managers don't have your back
Responsibility for everyone else's well-being – putting others first to their own detriment
Changing views in society of what a HT is and is responsible for
More hats on now
Over COVID - you're more open to everyone telling you how to do your job - more open to criticism
Open to more scrutiny and expectation.
There comes a point when you can't absorb anymore.
I prefer just to get on with things myself, because I don't know who the next person is to go to

Appendix 9 – Wellbeing Qualitative Content Analysis – Workshop 1

Question 1 – In the time you have been a Head Teacher how has the role changed or how is it changing

Theme 1.1 – Impact of COVID generally

- Crisis management (due to COVID-19).
- A shift in focus from continuous improvement to "recovery".
- some parents shared some significant things over the last few months - relational difficulties
- crisis management,
- Covid HT
- My vision and expectation is different than what I expected the job to be, (due to Covid?)
- sort of batten down the hatches over the last 18 months
- I feel, certainly over COVID, that there's been less….I don't know….you're more open to everybody deciding how you should do your job.
- But in terms of what you were left with some evenings. But things that you never thought in a million years someone would share with you and maybe it was because you were…I don't mean you were the only one out…the contact was so limited for a period of time.

Theme 1.2 – Emotional impact of change

- Change has been relentless and reactive, rather than proactive.
- improvement agenda,
- the relentless nature of it all,
- Pressures on HT.
- all that demands an emotional investment in terms of support, reflection and further action.
- Greater uncertainty,
- Managing change at a fast pace that is mostly beyond my control.
- And I find that's rather difficult. You know short timelines
- it feels like everybody can tell you how to do your job. Everyone has an opinion about how to do your job.
- Everybody thinks they've got immediate direct access to you as a head. And actually, that does have an impact
- trauma or difficult stuff or anxious stuff or episodic enormous stuff you've all of a sudden got to deal with.
- So, in some ways that was really positive. Because relationships are definitely stronger now, but it was a lot to. Where to put that at the end of the day.

Theme 1.3 – Changes in expected support for children and families

- there is much more of an emphasis on working directly with families and children

- whether it be through child protection, traumatic events within and without school, all that demands an emotional investment in terms of support, reflection and further action.
- within this community, needs have escalated and the role is now very diverse in terms of supporting families and learning in a range of ways to best engage the needs in our community.
- Feel we have more hats on now
- more expectation of what schools are responsible for. No longer just learning and teaching.
- dealing with a really difficult child protection case or a really difficult behavioural episode within school.
- dealing with heavy end, difficult stuff to do with supporting families in crisis or children in crisis, or whatever that might be
- I don't know whether the relationship changed a little in that things that parents suddenly felt able to share. It was quite intense some of the things they had been carrying for a long, long time.
- there was quite a lot of relational difficulties and …came through that …which was really positive in terms of offering support.

Theme 1.4 – Use of IT (both positive and negative)

- use and impact of IT/technology
- Virtual platform allowed me to meet broad range of colleagues.
- I feel because of the digital side of things... so that I've been much more able to communicate with people around Scotland
- my personal opinion would be that it has opened up avenues for me.
- the impact of technology...I think in some ways we are dealing with a lot more of that in that immediacy.
- suddenly everything is urgent because it ends up on your lap immediately with emails and things.
- And on the other side of that, having that quick ability to be able to reach out to someone and see them and have a conversation. And I think that has been really helpful.
- For some head teachers to be able to just kind of quickly phone someone, see their face, have a chat and be able to quickly pull back again, which has been a positive
- with email and video calls, everything is instant and people expect … because people can call you instantly … whether it's because there is that ease of access...
- On the back of lockdown….what you were saying about access to e-mail or phone calls…… And maybe it was the fact that you were there, or they felt able to share in an e-mail what they had struggled to articulate before.

Theme 1.5 – Reduction in resources

- change in access to resources
- less support from other services

Theme 1.6 – Positive change through experience

- Change is possibly in me through experience
- I feel the change is maybe in me as a headteacher…. So it's maybe me that's changed rather than the role of the headteacher.

Theme 1.7 – Changes in societal views

- Changes in views from society?
- greater visibility.
- Visible and always available - in other's eyes.
- Does anybody think the way that head teachers or depute heads are viewed in society has changed?
- You're more open to criticism … like before a head teacher in society would have had a bit more of an upstanding sort of role, but now I just feel you are open to more scrutiny and expectation.
- I also think that's become a societal thing and I don't know whether that's a social media thing or not, but everybody seems to be more critical and feeling that they can scrutinise what other people are doing and as head teachers and as schools we certainly feel that quite a lot don't we?
- But It's just that everybody thinks they own you to some degree and actually that constant chip, chip, chipping away has an impact
- Yes, there was that distance previously, but it does seem now you're immediate and you're expected to solve everything immediately and actually sometimes you can but sometimes actually you can't. But there's an expectation
- but there are sometimes structural things that you need to put in place to make changes which means that expectations …..what people want or what people need, can't actually happen immediately sometimes

Question 2 - Do you feel responsibility for staff and pupil wellbeing?

All 9 participants said Yes.

Question 3 - Is it easy for you, staff or pupils to share concerns about wellbeing or mental health? If not, why do you think this is?

Theme 3.1 - Wellbeing of Pupils

- Pupils - I would hope so.
- ….. and pupils yes
- Yes for pupils and ,,,,,.
- Pupils know this (but we probably miss things too.)

- We have a general focus on pupil well-being at all times

Theme 3.2 - Wellbeing of Staff

- Staff - mostly.
- Staff and ….. yes
- Yes for …… and staff.
- I hope and feel that staff can bring concerns,

Theme 3.3 - Wellbeing of Participants (Head teachers)

Sub-theme 3.3a – very little / no support for HTs
- where does the HT go?
- As HT - where is the safe space to be able to do this?
- it's kind of harder when you're one step removed. You know, if no one's in your building with you, who do you share that really difficult stuff with?
- But yes, it would be so important to have somebody else to speak to, to share with…..…..sometimes you're just needing, you're needing that supervision around what you're doing. I think that's really important.
- I think the structures are in there for staff and pupils, maybe more than they are for head teachers.

Sub-theme 3.3b – impact of no safe space
- maybe I over-share sometimes. And I think that's possibly where that line gets crossed and I think, where do l put this stuff when it's not with my staff?
- while I think that's really positive and that we've got this really open relationship, it sometimes means that I drop stuff that I really stress about, that I haven't managed to get done.
- There are days where I try to share that I have a "thin skin" day, without trying to pass on any negativity to the team.
- But there comes a point when you can't do it anymore.
- there are times when I will share stuff with colleagues and actually go. 'You know, that was really hard work' or 'actually that was quite a stressful situation', whatever it might be. But also, I kind of need to know that, or I would like to think that local authority has got my back too and actually will be there.
- sometimes things get really really, busy and you're dealing with crisis. And then you...what bothers me is that then I'm not picking up on the things I would've normally have picked up on because I'm busy dealing with other crises
- if I've missed the signs and somebody is in a crisis and I'm not there to help them you know. I think I really take that to heart.
- as a head teacher, absolutely I feel like I can't show my weakness, or that I'm having a bad day.
- And what I'm finding is with my own ... You know managing my own emotional state, sort of managing the risk of my own emotional drivers against the actions that I'm taking

- It's a bit strange because sometimes when you're not in a great place yourself, you feel a bit sort of false about the whole thing, because you're saying we can do this. We do this as a school. And you're supporting everybody. You're supporting pupils and you're listening to staff.
- So, I just think this (supervision) is so needed and so important. But I do think we're trying to support everybody else and accommodate everyone else.

Sub-theme 3.3c – the need for support
- you can end up in quite traumatic situations. I mean, I was in a house not that long ago where the police were called. They never came. Social Work never came, and I was left with the whole situation myself and I came back to school, and I just got on with it. But actually, I kind of probably really could have done to have spoken about it because it was pretty awful really, and there wasn't a sole who would have been, you know, in a situation to have kind of listened really.
- I do think there is a really important case for there to be someone for you as a senior leader, to actually have that and particularly if you've got ongoing stuff with a family that's difficult and traumatic. You need to know that you've got someone who will ask you those questions that are difficult. How have you found that? Have things moved on since last month? Have you worked with that? And actually, that needs to be someone's job,
- we have a duty of care to all those people that work within our environment. You know, we do that to our children, we do that to our families, and we do that to our staff and actually the local authority in local authority need to find a way to do this to ensure that it is consistent and be able to have that experience and expertise to support colleagues as head who are going through...working with a family where it's really difficult. Working through a situation in school that is really difficult. And it needs to be formalised

Theme 3.4 – General Facilitators

Sub-theme 3.4a – School ethos
- Trusting relationship amongst the team
- I actively try to create that kind of environment and am conscious I maybe over share!
- Strong 'team' ethic and support
- as a school we work hard as a team to be open, responsive, support our children to articulate
- that element of well-being and people's health … and that's a real foundation in the school
- So I think that staff in my school, I think that we have a really open relationship and we are very good at sharing and trying to be quite constructive in how we help each other.

Sub-theme 3.4b – Structural supports and skills
- Most of the people in the team have self-identified "go-to" people when the going gets tough.

- Have developed skills for staff and children to have open conversations to support each other.
- And actually, what does help me as a head, actually, is knowing that someone else has got my back
- I actually got supervision at that time from ANO, who's now heading up the Primary Mental Health Team and I just thought that was the most valuable thing that I'd ever had because we had nobody to speak to.
- a few years ago I actually did a supervision course, and it was one of the most impactful, (I don't know, is that a word?) courses that I've done because…. I'm not saying that I now could offer anybody supervision or anything, but it makes me think about the way I deal with situations and also, you know, when people come to me with things, I've drawn on that hugely actually. So actually, doing the course as well as then having this here today, but as well as in the future. hopefully the opportunity will be there for supervision. Having done the course, for me, tying the two things together would be hugely helpful in this role.
- what we are trying to do is just be there to listen to each other ………we have gained a lot from each other because there is that common understanding of what we're going through.
- I've had some amazing coaching from people on the other side of the world

Sub-Theme 3.4c - HT as a buffer/support
- sometimes when there is an issue with pupil well-being or staff well-being I would drop everything else to try and address that.
- One of the things that I'm really keen to do as a head is to filter stuff out, so that I am a buffer actually from parents, social care or whatever.
- if I can absorb as much of that as I possibly can so that teachers can get on with managing learning and teaching and supporting children in their class, I will do that.
- Because I like to think I notice when my nursery staff have had a difficult time and actually need some support, or my colleagues... and actually I can be there to offer that.
- I think that for me it's always been a feeling of my staff know that I'm there to support them and I would drop everything to support their wellbeing.
- I'm very keen to kind of get that cycle of having that time to have conversations with staff, so that we don't get to that point of a crisis.

Sub-theme 3.4d – Support from HT Colleagues
- I absolutely value head teacher support, peers and coaching and stuff like that. It's really invaluable. I spent quite a lot of time talking to a colleague in the early evening yesterday in this capacity.
- And that's not disagreeing with you know, people who value and support head teacher - peer support. That is absolutely invaluable.
- But I have a fantastic foundation of head teacher support. colleagues. And we've actually started to unofficially do that for ourselves. Having a thinking environment, having a time to kind of step back and the difference that has

- made to me to being able to be prepared to deal with other things for other people has been incredible.
- Supportive ASG
- you find your HT 'tribe' to help you.
- But I had put 'you find your headteacher tribe' and you … like I certainly have …. and you stick with them, and they can support and guide you because they understand the situation that you're in and you can similarly do that for them.
- that relationship based, forging trust, has been what's kept me going since 2019.
- And like the others have said, there is a kind of like….it is really useful to have people at your own level to speak with, that you can share with, like other headteachers or deputes.

Theme 3.5 – Barriers

Sub-theme 3.5a – Time/capacity
- I know this is not the case for every child.
- time is an element for everyone.
- I feel that they (ASG) have enough to deal with and that I don't want to add to their workload.
- Not wanting to add to anyone else's load (personally)
- maybe when I've reached the end of my tether, whoever I would choose to maybe go and speak to isn't potentially in a great place either.
- Sometimes it's just offloading as well, but you're very aware that you are offloading onto somebody who is reaching, you know potentially reaching their capacity and not had a good day either.
- just when you're not managing you go to someone else, and this is the same as being a guidance teacher as well. You would go to your line manager above you, but they really weren't coping either and the last thing they needed to hear was you whinging about how you weren't managing, or you know that you needed to speak to them, or you just needed to off load.
- I would drop everything else to try and address that and that's what I mean sometimes, that's to my own cost. Because I then stress about the things that I've dropped in order to then try and fix someone else's issues

Sub-theme 3.5b – Beliefs and feelings
- feeling of weakness.
- Have observed how when this impacts on performance can cause guilt on one part and then frustration and resentment on the other.
- some staff probably don't share things because of strong personalities.

Sub-theme 3.5c – Lack of formality/structure
- that matters that it's someone's job, because actually there are four heads in the ASG, you know. We've all got day jobs. It needs to be someone's job to look after a head teacher.

- but like HT1 has mentioned there, I think you called them 'headteacher tribes', and it's a really nice analogy. What bothers me about that is the informality. I'm not saying I don't want it, because heavens I'd be lost without it. But the fact that its informal. I don't know. I would like something more solid.

Sub-theme 3.5d - Lack of trust/confidentiality
- I was speaking to my HT the other day and I said, I'm really struggling and I said, I would go to the doctor, but if I phoned the receptionist, she's a parent and if I get through, even through the receptionist, the doctors are parents. So, you kinda start to feel sort of trapped sometimes as to who you can speak to.
- This can be more difficult for those new to role.
- And if it is really difficult, sometimes it's really hard to actually say, actually it's hard. I need some help. And you know, no one knows unless you actually tell them sometimes. And that's hard in this role as head.

Question 4 - Do you 'take home' worry and concern about staff or pupil wellbeing? How do you manage this?

Yes - I take worry home
- Yes a lot of the time, often related to how you have dealt with it or how you will deal with it.
- Yes.
- YES!
- Yes......
- Yes- don't manage it well.
- But sometimes you've just got to take it out and go home and then come back to it tomorrow (HT7).
- I mean I just manage to have my tea at night and then go to my bed really (HT8)
- it's maybe just me because my whole work life balance is absolutely awful (HT8)
- (yes) Almost every night, (HT1)
- And then of course I go home and start freaking out about it again. (HT7)

No - I don't take worry home
- (none of the participants indicated that this was never the case)

What helps

Theme 4.1 - Debriefing/talking with someone

- Chatting it through with someone.
- Discussion with other HT colleagues, sometimes discuss with line manager
- If there is any time to share at the end of the day that can be very useful

- And that doesn't mean that you can't ring someone up along the way and say I'm dealing with this and its awful or you know,...I can't... and it's really affecting me. (HT3)

Theme 4.2 - Physical Exercise/Outdoors

- I run to and from work
- When it's "low level" exercise and fresh air are fine things.

Theme 4.3 - Distraction

- family time
- Reading rubbish books that take you out of that head space.
- I do try to put my thoughts elsewhere but can find this hard at times.
- 15 minutes with a cup of tea (HT4)

Theme 4.4 - Positive thinking/action

- Being kind to yourself.
- I try to keep to a routine and take time to do the things I enjoy.
- Ensuring you do switch off.
- don't take my laptop home. I work enough hours as it is.
- Having done previous courses on Supervision, Emotional Literacy and Lead On I have developed the skill of 'it is what it is' and 'tomorrow is a new day' and 'I have done my best'
- just process while dinner's on and reach a decision
- you just start working through it. You start processing it. Then you start sticking policies to it. Okay this policy says that. I've got to do this. And generally that process of just taking a step by step approach. That's what calms me down. (HT7)

Theme 4.5 – Supervision

- it makes me think about supervision in the way of that regular contact, (HT2)
- And it is just that, getting through to the next holiday and that might sound awful but…. yeah the last couple weeks... I think if I had had supervision or anything like that, it would have made it worse. (HT1)
- I had a brief spell of not being headteacher and working within a social work setting and actually I found that supervision as a regular thing that I got from my line manager, because it was built into that particular role, really helpful. (HT3)
- But actually knowing that you've got regular things programmed in to check up on you. Personally, and I can't speak for anyone else, I found that worked as a mechanism for just putting that stuff, that secondary trauma or whatever it might be. (HT3)

- And actually articulating that to someone else and then having that reflected back at you and then thinking about what that might mean for your own practice as well as your own emotional wellbeing as well. (HT3)
- If you know you've got someone to go and speak to then you can either gather a whole load of stuff or some of it might have fallen by the wayside and you don't regard it as important by the time you get there (HT8)
- You do the supporting so in turn you're then laying what you've got to say at somebody else's door and they can then pick it up because it's their job. (HT8)
- So maybe something like supervision would help folks to realise that you can have a higher expectation out of education. I've always been really envious of social work and all the health professionals that get their supervision. I've always thought that was fabulous. And I asked about why we don't get it in education and so…. I don't know why, other than we don't have anyone in place really. (HT8)
- you are able at times to think around about situations and process those situations because you know you've got a place to put them to in supervision. (HT2)
- I wonder if we can get that chain of supervision into a place that successful for all of the profession then does that free up a bit more of that capacity and capability that we all need to move things forward. (HT2)

Theme 4.6 - Not coping

- When it feels a little more turbulent, quite often I'll try and get on with it to the best of my ability.
- sometimes I don't manage it!
- Sleep can be hard to find.
- don't manage it well. Overthink things, dwell. I feel I second guess myself all the time...have I done enough???
- but other nights it doesn't work. Then it's Sleepless in Seattle.
- sometimes it just gets to a point where you just can't manage it anymore. (HT2)
- I felt better after I had a good cry and then thought, No (HT2), you can get on with it.
- And maybe if there had been conversations prior to, I wouldn't have felt that sudden feeling of, actually I can't manage this. (HT2)
- Some days, there's, what I call punch days - that's the days you get punched. (HT7)
- At times I feel I'm hanging on (HT1)
- It's amazing how low expectations we all have in education of the quality of our life. (HT8)
- I just manage to have my tea at night and then go to my bed really. I am that sad. Or I get to watch a bit of tele at 9 o'clock. And I regard that as a bonus. (HT8)
- And it is just that, getting through to the next holiday and that might sound awful (HT1)

Question 5 - What else might support you better?

Theme 5.1 - Increased Capacity

- Protected time
- More bodies – staff

Theme 5.2 - Mental Health and Wellbeing Support

- The local authority have mental health and wellbeing "champions" that can support staff within working hours. There are no champions in education…
- Acting on the idea of well-being.
- Planned "treats". We do just flop into bed when to have something to look forward to is so encouraging
- Real awareness of what the job actually entails and therefore the pressures.
- Whole staff support structure-hard to achieve with pressures of time on everyone
- We need to move away from the notion that we as heads or senior leaders can solve everything, [because that's how we are] so that everything stops with us, and somehow needn't go any further along, like we are some enormous sponge.
- As I'm undertaking Into headship, I am surprised at how little content there is for aspiring or existing leaders in terms of wellbeing, managing traumatic events and circumstances, etc which is a HUGE part of being in a school community. (HT3)

Theme 5.3 - Trusting Relationships in the Structure
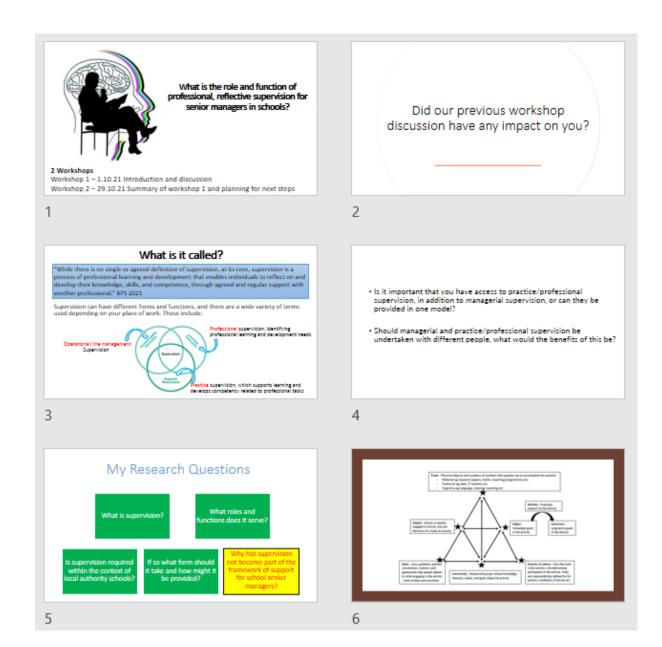
- Needs to be relationships there that are grounded in trust.
- It's that kind of living in fear as well. Like rather than having support up above us it's more like there is lack of support so then it kind of comes back on you all the time. (HT8)
- supportive line managers in the council ! (HT8)
- Trust is very important-creating a trusting culture takes time (HT5)

Theme 5.4 – Supervision

- Supervision would most definitely help but, careful consideration as to who is doing it, expectations from it etc.
- Someone to talk things over with
- Protected time for our own supervision or time to provide supervision to staff
- Supervision. Non-judgemental time. Real awareness of what the job actually entails and therefore the pressures.
- Definitely supervision - A safe place to 'put' stuff that has that identified purpose.

- Practically, a regular check in with supervisor line manager about emotion / wellbeing and [traumatic] stuff in work
- you do hesitate sometimes to share the nitty gritty because you don't want to put them off or over-worry them or have them take something home. I think, if there was something built into the system that people knew and could learn to trust, I think it would encourage folk who were considering and would love to do this job and it is a wonderful job. (HT4)
- If they could see there was a place that you could go to when you've had a hard day. (HT4)

Appendix 10 – Powerpoint for Workshop 2

Summary from Workshop 1 – Current Situation

OBJECTS
- Leading and managing a team; building relationships; managing crises

OUTCOMES
- Building capacity in others; helping children achieve; maintaining relationships; provide vision and direction for the school community

COMMUNITY
- Families, pupils, staff, HC SM, Ed Scot, RIC, 3rd sector partners, support services, other HT colleagues, community partners etc.

TOOLS
- IT/technology; social media; support resources; training; supervision; informal support; coaching; listening

RULES
- GTCS Standards; Policies and Guidance documents that are helpful and clear; UNCRC; COVID restrictions; Guidance created by practitioners and by pupils

DIVISION OF LABOUR
- Range of responsibilities; diverse roles; line management; duty of care; supporting and listening to others; learning and teaching; supporting families and children in crisis

7

Summary from Workshop 1 - Tensions

OBJECTS + OUTCOMES
- Support staff to my disadvantage; sometimes things get in the way of the vision.

COMMUNITY
- Responsibility for all creates stress for HT; Can feel trapped in small community; gaps and changes in support staff for your school causes pressure.

TOOLS
- Visible and always available to others; everyone expects an immediate response; we don't have anyone in place to provide supervision.

RULES
- COVID restrictions; conflicting and unclear policies; cant show weakness; left to make decisions until LA feels you've made the wrong one.

DIVISION OF LABOUR
- Changes in responsibilities over time; Senior Managers don't have your back; More open to criticism; you sometimes can't absorb any more.

8

Wellbeing

- HTs feel some responsibility for the wellbeing of their whole school community
- HTs often feel that they can't be honest with how they really feel
- They support others to their own detriment
- HTs frequently take home stress – it impacts on their personal and professional lives
- Informal support and being listened to by colleagues is invaluable, but you don't always want to 'burden' others who are also busy
- Time for reflection would be helpful
- Supervision would be welcome, especially in small and rural communities
- This support needs to be offered by someone whose job it is.

9

A continuum of support

Practice supervision can also be distinguished from professional support, which is focused on everyday work practices and pastoral support.

We all require continuous and ongoing access to professional support, which will be provided on a more ad hoc and less formal basis. For example, through peer support groups, mentoring, shadowing etc.

https://jamboard.google.com/d/1-gJKtpO3wfwUHksVcVHKbSqab0HbHgDfDPSRgpnrXM/viewer?f=0

10

Supervision can:
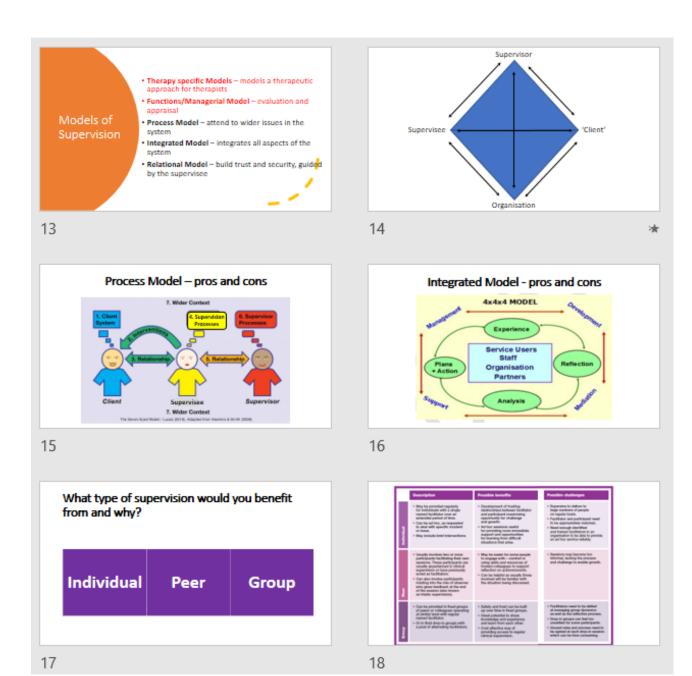
- Improve wellbeing - discuss concerns, alleviate workplace pressures, improve confidence and job satisfaction, by reflecting on achievements and affirming areas of positive practice.
- Support professional practice and reflection - help you develop insight and help maintain and refine your good practice
- Support CPD - identify and respond to any learning gaps you might have.
- Improve pupil outcomes - safeguarding and raising practise standards, improve communication, collaboration and teamworking
- Improve work environment and culture - build working relationships and create a culture of honesty, critical appraisal and learning across the organisation.

11

So we know the **Why?**
But what about the **How?** and the **Who?**

- What format should it take?
- Who is best placed to provide supervision to you?

12

Slide 13

Models of Supervision

- **Therapy specific Models** – models a therapeutic approach for therapists
- **Functions/Managerial Model** – evaluation and appraisal
- **Process Model** – attend to wider issues in the system
- **Integrated Model** – integrates all aspects of the system
- **Relational Model** – build trust and security, guided by the supervisee

13

Slide 14

Supervisor — Supervisee — 'Client' — Organisation

14

Slide 15

Process Model – pros and cons

15

Slide 16

Integrated Model - pros and cons

16

Slide 17

What type of supervision would you benefit from and why?

Individual	Peer	Group

17

Slide 18

18

Professional supervision may be uni-professional (colleagues working within the same discipline or professional role) or multi-professional (colleagues working in a range of disciplines or professional roles).

- What might be the advantages and disadvantages of uni-professional and multi-professional supervision for you?
- Which would you prefer?

19

Do supervisees AND supervisors require training to develop skills?

20

Some final questions

- Do you still think we would benefit from professional, reflective supervision?

- Would you want to participate in a pilot to trial it in Highland and if so, would you want to be a supervisor or supervisee? (respond in chat)

21

22

Appendix 11 – Jamboard from Workshop 2

Board 1

Where do you go just now for...

Emotional Support

Colleagues	colleagues	**Family**
Other HTs, home, Meriot, other SM in school, trusted colleagues	SLT colleagues, if appropriate	**family**
ht colleagues	HT colleagues	**friends and family**
Ed Psych and PMH have been very helpful.	**coach**	

Management support - what to do

ASG colleagues	Early Years Officer/ SEEMiS Team - depending on situation	some HT colleagues ..depends on issue	management support is my QIO. I honestly don't mind asking on this.
colleagues - those with prior experience	**HR**	HT colleagues or officers with specific remits	**Line manager or OIO or QIM**
		other head teachers occasionally but other than that no one else, I just try and cope and worry I have done it right	**Line manager, HR, other HTs**
		Area Manager, HT colleagues, other partners dependent on support required.	Education Officer/ Education Manager - depending on situation

Board 2

Where do you go just now to...

Consult on managing pupils or processes

HT colleagues, partners (Ed Psych etc), online sometimes, staff in school, ASNT	**Ed Psych, Practice Lead**	**Trusted colleagues**	**Parents**
Colleagues, practice leads, Ed Psych	**Educational Psychologist**	colleagues within the school	**Just Ask line**
Practice Lead	HT colleagues, QIO, ASN team	some HT colleagues if aware they have experience in area, sometimes Area Manager	**Own SM, FHs, line manager, ASN team**

Have your professional review and development

No idea any more?????	**Line manager**	The best reviewing work I have ever had has been coaching through experienced leadership development training, not specifically 'education' experts
Only had two in the last 11 years	**Area manager or QIO/QIM**	professional reading
not had one in a few years. Last one, HQ rep but limited impact on the process	**Other HTs, policy**	I want someone that has some knowledge/ understanding about the 'stuff' that I'm wanting to develop.

Board 3

Where do you go just now to...

Be coached through a tricky situation

Coach	**Mentor. Trusted HT colleague**	**Trusted colleagues in school**
Would be good to have a designated coach :-((someone who was able to do this) Quite often coach myself through things	**Trusted colleagues, line manager or QIO/QIM**	**Trusted colleagues that I know have the coaching skills required**
Too often, no one. Capacity limited at HQ with those I need eg HR plus need them to have the necessary experience to support and advise appropriately	**Line manager if appropriate, HR, but mostly other HTs and trusted colleagues**	**Principal Teacher**

Moan and offload

Husband, friends – generally not in school	**My PT and I share good and bad times!**
family, SLT	**Connie**
Friends and family	**Sometimes family to get HR perspective outside education**
Trusted colleagues, family	

Reflect and mull things over

Trusted colleagues, HT colleagues	**the hills and my running shoes**	**Fresh air – own thoughts.**
Trusted colleagues or a walk with my dog	**Walk/cycle/paddle outdoors**	**the gym**
Colleagues I trust and can bounce things off without being judged.		**driving home**
Practitioners (in and outwith education) that have similar or differing interests to me.		

Board 4

Where are the gaps in the continuum of support you currently receive?

culture that is supportive, based on trust and values wellbeing	**I tend to look sideways rather than up**	**Being built in (as just highlighted) – time allocated**	**Someone trained that allow you to move forward**	**emotional, clear, regular support**
Too often, no one. Capacity limited at HQ with those I need eg HR plus need them to have the necessary experience to support and advise appropriately	**Would be good to have a designated coach :-((someone who was able to do this) Quite often coach myself through things**	**I want someone that has some knowledge/ understanding about the "stuff" that I'm wanting to develop.**	**I feel I don't really have anyone I have to talk to. I just try and manage my emotions myself.**	

Appendix 12 – Changes in Thinking or Practice influenced by Workshop 1 discussion

<u>Thoughts and changes in practice or thinking since workshop 1</u>

<u>Lead to further reflection</u>
"I think B, it's just really useful to know that you are doing this and that it's being thought about and for me being part of it and knowing that there might be something else come out of it is really useful to know."

"One of the things that I am rubbish at as a head and I need reminding of and it actually reminded me is actually the emotional impact of dealing with stuff. Whatever that stuff might be. And actually you need to make space and actually give your colleagues a chance to work through it themselves professionally."

"…it did actually stop and make me think about a certain colleague and what she is dealing with at the moment…"

"…the last workshop made me realise that, you know, I'm not alone and that's it. That was the big thing. OK, someone else feels the same. Someone else thinks the same. Someone else is going through exactly the same."

<u>Lead to validation of current activity</u>
"I think for me B it was reinforcement. Reinforcement of the kind of things that I've been thinking and putting energy into are along the right lines of supporting others."

<u>Lead to change in practice</u>
"….one of the things that I've offered is that I would meet fortnightly with my teachers - 20 minutes during their CCR. It goes into the diary. We do that and if they have nothing that they want to talk about that's fine but if … most likely they will, and it gives us that opportunity. So, I don't feel like I'm missing that opportunity to catch up with them. Or that we feel that we're chasing each other all the time as well."

Appendix 13 – Transcription of Workshop 2

Transcription - Recording of Workshop 2 on 29 October 2021 -Time 1:48:06
Participants - 9 Headteachers/SMT (identified by initials)
Researcher - identified as B
Checked by TEP – 0.05% error rate (9 words corrected)

Introduction
Powerpoint Slide 1
Thank participants for agreeing to be part of this research and for joining the
workshop today. Remind them of the title of the research study and that this is the
second of 2 workshops they have agreed to participate in when we will look at this
topic in greater detail. Particularly welcome those who were not able to attend the
first workshop. Remind participants that they can opt out of the study at any time.
Check that they all wish to continue with the workshop.

Start recording

Powerpoint Slide 2
B
For those of you who were at the last workshop I was just interested to find out if the
discussions that we had, had any impact on you, if they made you think about
anything differently or if you've done anything different from the conversations or
had any further conversations. Really just if there was any impact at all? And if there
wasn't that's fine, but if there was it would be helpful just to pick that up.

HT9
I think B, it's just really useful to know that you are doing this and that it's being
thought about and for me being part of it and knowing that there might be something
else come out of it is really useful to know.

B
Thank you.

HT3
Right okay. One of the things that I am rubbish at as a head, and I need reminding of,
and it actually reminded me is actually the emotional impact of dealing with stuff.
Whatever that stuff might be. And actually, you need to make space and actually
give your colleagues a chance to work through it themselves professionally. You can
off load in different ways but actually you need to do that professionally. And
actually, I'm very good at being busy and not making sure that when something
happens, or they've had difficult conversations, or they've experienced something
that actually you afford them the space to actually do that. And you know sometimes
we can be too busy being busy. And if you have people that are traumatised, upset or
have dealt with something difficult you've got to make sure that they've got that.

And it did actually stop and make me think about a certain colleague and what she is dealing with at the moment so yeah. Thank you

B

Yeah. That's helpful. Thank you

HT2

I think for me B it was reinforcement. Reinforcement of the kind of things that I've been thinking and putting energy into are along the right lines of supporting others. And one of the things that I have done with my teachers, I have just done their professional reviews. I have two very small schools, so I'm not saying that other people with big schools should be doing this but I've just done their professional reviews and one of the things that I've offered is that I would meet fortnightly with my teachers - 20 minutes during their CCR. It goes into the diary. We do that and if they have nothing that they want to talk about that's fine but if … most likely they will, and it gives us that opportunity. So, I don't feel like I'm missing that opportunity to catch up with them. Or that we feel that we're chasing each other all the time as well. So.

B

Yeah that's really helpful. Thanks *HT2*.

HT7

Bernadette if I could come in.

B

Yeah, definitely.

HT7

Just looking at the summary of discussion, it reminded me that….. that the whole process, the last workshop made me realise that, you know, I'm not alone and that's it. That was the big thing. OK, someone else feels the same. Someone else thinks the same. Someone else is going through exactly the same. And we know that anyway but it's still... seeing it written down and knowing that we've been part of a discussion that has touched on these things. That's em, that feeds into the emotional dealings very powerfully for me. It helps a lot

B

Yeah, there was a lot of commonality wasn't there whenever we met last time. Yep. Okay thank you. It's really helpful to have those comments.

Powerpoint Slide 3
B

So, just again, just, this slide is just a quick reminder of what we're talking about here. Because we had quite a bit of discussion the last time about what supervision was. There's not really a one size fits all in terms of a definition and the word is bandied about quite a bit and used to mean a number of different things. So there's

the BPS definition - the British Psychological Society's definition. Really just thinking about professional learning and development that enables individuals to reflect on and develop their knowledge, their skills and their competence through that regular support with another professional. And there's three main components, largely, built into supervision. There is something about operational line management. Looking at the organisation. Which is different to just line management. And we'll talk about that in a couple of minutes. But there is something in there around supervision. There is a lot around the professional development, identifying professional learning and development needs of the individual and then what makes it a wee bit different I think from coaching or mentoring, is some of that practice and personal discussion, supporting learning but also thinking about the personal aspects and the emotional aspects as well. So, there is three different kind of aspects to supervision that come together but I'll define it a wee bit... in a bit more detail as we go through as well.

Powerpoint Slide 4
B
So, I want to pick up on this point and you picked up on it before, about managerial supervision as distinct to practice or professional supervision because they're often rolled into one and sometimes line managers will say, you know 'I am going to supervision with somebody' or 'I'm providing supervision for somebody' and they roll the professional and the practice and the emotional support into the managerial support. So, I'm interested in your views. Whether you think that it's important that you have access to practice and professional supervision in addition to managerial supervision. Or if they could be provided in one model. And if you think that they should be undertaken with different people, what would the benefits of that be? So just a kind of a general chat or discussion around that. Should they be together? Can they be together? Should they be separate?

Somebody must have a view on that.

HT11
I can come in, but I'm a bit wary B because I missed your first session. If I've truly understood just what you've said there about the two aspects. Certainly, secondary heads have discussed this aspect in terms of our professional review and development process which I think we're going to trial to do that as peers. So that we would have that kind of professional discussion with each other and one of the things we talked about was that whole relationship and I suppose an element of confidentiality. So, I could see that working separately. For me I think that would be separate. Because I think there would be some conversations that I would be quite happy having with a secondary head teacher colleague but I think if it was more of a personal reflection about me and managing a process I think I would need to know that I had a kind of particular relationship with that person or em, trust sounds quite grandiose, but I see them as quite different about how I would feel. How comfortable I would feel about that. If it was a kind of professional PRD about the day-to-day side of things I wouldn't, you know, I think we've been discussing about doing that as peers. But I'm mindful I've maybe not got into the detail of that from last week.

B

No, that's absolutely perfect. That's fine. *HT1*?

HT1

Yeah that's, that would be my feeling as well. I think it's that kind of, your, your operational kind of side of things and your professional practice side of things, but then for that kind of to be open and honest, to somebody that is maybe a line manager or somebody like that, it's… I would see it as the need to be able to reflect on areas that haven't gone so well or that you're struggling with and whether a manager or a line manager is the person that you would do that with. I would do it with my colleagues, that you've got that relationship of trust and that with, whereas it would be hard, not that I don't have a relationship with my managers, but it would be hard to get that kind of feeling of almost judgement because that's what you're doing in your job. Does that make sense?

B

Yes it does, perfect. Anybody else got a view on this? *HT7*.

HT7

Just to echo what *HT1* was saying there. I have a tendency to go to my colleagues first, before I go to my line managers you know, for the whole plethora. Whatever I'm stuck with I would go to a colleague first and I think it's because the relationships there are what they are. I'm not saying I mistrust managers or the system at all, but it seems to be the natural inclination in what I'm doing just now.

B

Yep. *HT11*?

HT10

I sort of, I totally agree. I mean when you're talking about practice and professional supervision, there's lots of different practices. There's practice as a leader and a manager in your senior management role. Is it in terms of practice in terms of, because I'm still teaching quite a hefty timetable. So, there would be practice in that respect. So, in terms of these things, if it's practice, I would go to anyone from the probationer to the most experienced person in the school and ask them to come and observe me and give me feedback on things like that because the probationers got fresh ideas and new ways of looking at things. Whereas more experienced practitioners have got things, an eye for things as well. In terms of management. Again, I would be asking anyone and everyone. Because yeah colleagues I've discussed things with and also people who are affected by the way I do my job would be a way of seeing if I'm doing the job properly or not. In terms of managerial supervision absolutely not, I would not go to my line manager with any of these things and discuss them. Why? Because as *HT11* says, you know and *HT1* said as well, it comes down to trust and relationships as all good coaching and mentoring conversations do and you can't choose your line manager, but you can choose the

other people who you choose to discuss things with. So, in that respect I think the two should be kept apart

B
Okay that's really helpful thank you. *HT6*?

HT6
Yeah. I think building on what others have said I wonder around about the sensitivity around about what you're hoping to discuss through supervision and how that changes perhaps in terms of the person that you would speak with. Because looking at the model that is used in the likes of health and social care often, it's the manager because of the management of the caseload and the way in which the manager can then directly support some of the intricacies that are needed there with the sensitivity of the, of what is being experienced. And yeah, what *HT10* said they're around about the fact of if its classroom practice. You know, how often will classroom teachers come to you and ask that conversation, you know quite often they will chap on the door next door and have that conversation around about that because you know that's the place and the trust where they have that. So, I do wonder if it is yeah, building on what others have said around about what the content is of what we are hoping to be and I don't know if that's to do with something specifically around about managerial leadership or that's something to do with, you know, around about what we're hoping to develop.

B
That's really helpful. Thank you. Yep *HT3*?

HT3
Aye, yeah, I think one of the things to do with supervision as I see it, is actually - and I'm probably repeating what people have said really -. Is about that, a trusting relationship based on continual conversations but then you know you can go to the heavy end stuff when you need to do that and it's there and it's regular. But if you just drop into your line manager, you don't necessarily, as a head in this role, our line managers are , and we don't have that ongoing trusting relationship that you do because we see them sporadically rather than you see colleagues every single day. And you see their practice every single day. And you've got a different relationship so that you can support in a different way in a school to people who are in a, you know, role where their supervisors or their managers are elsewhere. Because you haven't got those incidental things to actually build that trust up. And I think that's why it can be difficult in education to get it right. You know I'm not saying we shouldn't try and I'm not saying it's impossible but that aspect of it is harder to get that balance right. Because actually opening up and being trusting about that, I found that really draining or that really hard is much harder when it's people that you don't really know and trust. You know it's... so... yeah

B
Yeah, it's opening yourself up isn't it and being vulnerable.

Powerpoint Slide 5

B

Ok. Let me rehearse again then what my research questions are. So, I'm interested generally in what supervision is. What roles and functions it serves. Is it required within the context of local authority schools. And we ended the last session with you all saying 'yes', you felt after our discussion that it really was something that we should take further forward, and today's workshop really is to try and figure out what form it should take. So, its much more focused on, right if we're going to do something what should it look like then. But that question that I've highlighted there in the yellow box - we didn't really unpack it the last time we met, and I'm just interested in what your views might be? Why is it that supervision has not become part of the framework of support for senior managers in schools, whereas it is part of, it's mandatory in fact, for somebody in my role, or Allied Health Professionals, Nurses, therapists, social workers - why do you think it's not become part of what we provide within education?

HT10

Yes, just going back to the first question what is supervision? I would like to have just a clear idea and again. I wasn't here the last time and I apologise. What exactly is supervision? Because in some ways I do feel I'm supervised at the moment but not in a positive way. It tends to be that I get a phone call when I've done something wrong and that's not supervision proper perhaps, what you're referring to. So would it be good to get a definition. Could I get a differentiated definition of what supervision is please?

B

Yes, and I can share the previous slides if that would help. So, in a nutshell I guess, my view of supervision or the definition that I'm using is not that kind of supervisory, the dictionary definition of supervision where somebody overseas what you're doing. But it is something much more about somebody working alongside you. Developing your psychological thinking. Helping you analyse how things have gone. Helping you organise your thoughts. Supporting you to deal with some of the emotional content of the situations that you manage and that you deal with. And, yeah I suppose just helping you process all of that, maybe at the end of a week or a month or how frequently. So, something that's organised. It's done quite frequently, it's regular. It's something that you can rely on and a place that you can go to a trusted colleague to share, develop. Yeah, does that make sense? It sounds like a ramble a wee bit there.

HT10

I just wonder how it differs from as you said earlier on, from coaching and mentoring. Because it sounds very very similar to me.

B

Yeah, and *HT1* asked a similar question so I think I've got a couple of slides that will maybe pull that out later *HT10*.

HT10

Thank you

B

No that's fine. *HT11*?

HT11

Hi my…. Sorry, again this may have been covered last week it was just that wee yellow box you've got down there B. Is this, are you aware of this happening anywhere for school managers or is this something completely new for school staff? Is this... are we aware of any authorities that have that kind of supervision?

B

No, it doesn't happen in education at all, which is why I'm really interested in studying it. The closest that we get - there are some other countries - not in the UK, but there are some other countries that talk about supervision for teachers but what they really are really talking about is sometimes it's for early teachers. Teachers early in this career or newly qualified teachers, that maybe we would put more in a mentoring role. Or they talk about it as being a kind of a leadership role mixed in with management. Which is why I asked that first question about whether it should be together or could be together. What the research seems to indicate is that if you try and put them both together often the management will take over and the focus will be much more about line management and appraisal. Over time it can erode to that rather than the emotional support. There are some examples and some instances and some pieces of research that I've found around supervision being offered but it is done quite on an ad hoc basis, or it is a project base for a group of staff. But there is nothing as a mandatory offer for educators across the UK at all.

HT11

Thanks. My sister is a social worker, so I'm used to hearing her talking about supervision and it is more I suppose, more of the cases that she deals with around supporting her as well. That's why I was keen to get involved in this group because… and I heard people talking about that on the recording from last week about this feeling of isolation I think the job…. having done the job of head teacher for about 12 years how very different the job is now, and this is not just COVID, but just about supporting each other. The kind of pressures. And it addresses the well-being in my view. That was why I was quite keen to be part of this group. That you were looking at it. With it being a supportive role. That. And it goes back to some of the things that other folk have said about who the best person is. Because if it's going to be a truly honest and supportive conversation, your line manager is, for lots of reasons, not who that person's going to be. Even if you have a good relationship there because there is a wee bit... you have to be able to almost let down your guard and dare I say it, a wee bit of vulnerability, in order to, to be truly honest and get something out of it. I would share that may be again I'll stop saying 'sorry because I wasn't here last week', but the coaching bit…just hearing your list there… I'd be keen to be clear just in my own head where the difference would be but I'm absolutely clear what you're suggesting, and proposing is very much needed for our

senior posts. In fact, we talked about it for guidance staff as well and for support staff in school and just about the kind of day that they have or the week that they have and how they take on everybody else's worries and who actually gives them the space and time as well. Yep.

B
And interestingly the last time we met *HT8* talked about receiving supervision when she was a guidance teacher and how helpful that had been to her in her role there as well.

Okay. I thought that you may be able to write that chapter for me but if nobody has got the answer, I'm going to have to just keep reading.

HT1
I think B that the answer to that question is the same answer for why anything's not been done. It's time and resources and money.

B
Yeah, maybe the time is right now I'm not sure that the resources and the money are but maybe the time is right now.

Powerpoint Slide 6
B
So, I shared this model with you. This is how I'm going to frame the responses that you have given me especially from the first workshop and what I sent out were the responses within this model. So, this is a model that is used in activity theory. Activity theory is an approach that is taken whenever you are looking at organisations and just the activity that goes on within organisations. And largely, as you see, the subject is on the left hand side there and the object's or the outcomes on the right hand side. In theory we all do a job within organisations. We've got a role, or a perceived role and we try and achieve those outcomes through some of the outputs and it looks as if it should be quite linear and quite straightforward. But of course, things get in the way. We get distracted. There are limitations in terms of the resources, the tools, sometimes help us and sometimes don't help us; the community has got demands on us that maybe take a time away from some of the things that we wanted to do. So, you know that we did quite a number of Jamboards the last time and I took the responses and plotted them around this diagram and that's what I sent out to you in the email.

Powerpoint Slide 7
B
But I thought it might be helpful just to summarise some of what we've got there in terms of the objects. So, these are the things that you told me you kind of strive to do as a headteacher. You see as your role. And so, the current situation…. we were talking about learning…. sorry, leading and managing your teams; building relationships; managing crises; and that really is to try and achieve that capacity

building in others; helping children achieve; building and maintaining relationships; providing the vision and the direction for the whole school community. So those are the kind of main aims that you gave me as head teachers and senior managers within schools. And we talked about who your community was and really it was just everybody. I could just have summed this up as really just everybody and anybody. So, families and pupils; and staff; and the whole *LA* senior management team; Education Scotland; the Regional Improvement Collaborative; the third sector partners; everybody you work with were part of your community. The tools that you use. We talked quite a bit about IT and the technology and social media as helpful things. But I'll come onto the next slide which has got some of the tensions from them. The resources that you use to support pupils and staff. Training. Supervision. Some people have received supervision in the past. The informal support from colleagues. And we talked about coaching and just having those approaches to listening with colleagues. In terms of Rules. So, these are things that guide you. The guidance documents. The policies. We talked about a range of policies and guidance documents that were helpful and that were clear. Not that they all are. We talked about the GTCS standards and the UNCRC. COVID restrictions which, although COVID is a pain at the moment, having clear guidance, in some respects gives you a set of rules to work to. But what is really helpful in that guidance that's created by practitioners and by pupils. And then how you do your job. Your division of labour. Who does what? There is a whole range of responsibilities you talked about. You talked about the changes for some of you who have been head teachers for some time and the diverse roles and the many hats that you now wear. The duty of care that you have and that aspect around well-being being quite heightened now and the fact that you support and listen to others as well as having a responsibility for learning and teaching and supporting families and children who are in crisis.

Powerpoint Slide 8
B
So, there's tensions obviously that arise from these various aspects around the activities that we undertake. And in terms of the objects and the outcomes, you know what you're trying to get to…you do want to support staff but sometimes that's to your disadvantage and we talked quite a bit about that. And I've got a slide coming up about well-being. And sometimes things get in the way of the vision. You can't necessarily do what you want to do. Or you get distracted by a whole variety of different things.

Community - although it's great in Highland and a lot of our communities are wonderful, you do feel that responsibility for almost everybody and that creates stress for head teachers and some people talked about being, that sense of being a wee bit trapped in a small community and the changes and the pressures that that can create.

IT, while it was great, means that you're very visible. You're always available to others. Everybody expects an immediate response and that adds to the stress. And we also talked about although supervision may be grand, we don't have anybody in place to provide that right now. And then we had a lengthy discussion around conflicting

and unclear policies that are not helpful. COVID restrictions creating an extra layer. Not being able to show weakness sometimes so you can't be as honest with your staff or with others and you need somewhere to put that. And then feeling that you're maybe left to make decisions until the local authority feels that you've made the wrong ones and then they come in. So, it's a wee bit like what *HT10* was saying earlier on. And in terms of division of labour, I've mentioned this already, those changes in responsibilities over time. Senior managers not necessarily having your back and feeling more open to criticism and sometimes feeling that you can't absorb anything else.

So that was really helpful to use, for me it was helpful to use, the activity theory model to kind of extract that information. So, I did a thematic analysis on the information that you provided just through the conversation that we had. And these things came out loud and clear. So, you've got the detail of the thematic analysis really that I've emailed to you.

Powerpoint Slide 9
B
But what I was really interested in was how much wellbeing came up. How much detail you gave and we talked around wellbeing and it came up time and time again.

So again, that sense that you feel some responsibility for everybody in your community at some level. That you can't always be honest with how you feel. That you support others to your own detriment. That you frequently take home stress. With this cold, I got up this morning I didn't do an awful lot of sleeping and *HT1* had mentioned sleepless in Seattle that was a phrase that you had …. if you take something home and you're quite worried and quite anxious you usually can deal with it but if you can't, it can be sleepless in Seattle, and I felt that this morning it was a phrase that came into my mind. It stuck with me, because it impacts on your personal and professional lives at times. The informal support. We talked quite a bit about how invaluable that is from colleagues, but sometimes you not feeling that you want to burden colleagues who are already busy themselves. And it would be helpful to have time for reflection. And supervision you felt would be welcome, especially in small and rural communities because it's often difficult to go to somebody who is not part of that community. But that, that support needs to be offered by someone whose job it is. Does that feel a reasonable summary of where we got for those of you who were here the last time.

HT1
Yes. Well done B.

B
I feel that I need to say that for the tape can you not just nod, but can you speak so I can transcribe it.

Powerpoint Slide 10
B

Okay so this might feel a wee bit…. this Jamboard might feel a wee bit repetitive from what we've said. So, the continuation or the continuum of support was something that came up the last time. We talked about staff and colleagues listening to us and how really important that was to be able to offload a wee bit and as you can see in that wee diagram at the bottom, I've kind of made an attempt to just kind of tease out. You know listening gives us time to talk and time to listen. If you've got people who understand how to listen and can do some active listening and not everybody can do that. And then consultation or sometimes coaching adds to that. So, it's not just listening, but it's doing something that's a wee bit more active. It's maybe guiding through solution focused questions. Maybe give you a wee bit of an idea of who you might go to or guide somebody through the process and supervision takes it a step further on again because it's thinking about the emotional content of what you're holding and what you can do with that and an understanding of where all of those emotions are swimming around, because it's not just your emotions that you have to be cognisant of in supervision. But it's the emotions of the people that you're talking about and what they are bringing and what they are leaving with you and what you're picking up. So, I'm interested, if you don't mind going to the Jamboard. In that continuum, the variety of different things that we might use different people for. So, if you can click on the Jamboard yourselves. It's probably easier because it will be bigger for you. I'll put it on the screen anyway.

Jamboard Shared with participants
B
So, there's. I think I've got... there's not as many Jamboards as I had the last time. So, the first board is just where do you go just now to get kind of help or get some emotional support or management support you know. To go to somebody for, if you're feeling a bit down or feeling a bit ….your mood is a bit low. And I don't need people's names obviously, but just roughly, so, if it's a colleague or a manager or if it's a partner or. Could you just kind of put your post-it under these two, kind of headings to begin with. And who would you go to for management support. To find out what to do if there was a process issue or something managerial.

Okay, if you're ahead of the game and you're flicking on, that's absolutely grand. The second board is asking the same thing from…. I'm just interested in this continuum of support that we have. So, the next board is 'Where would you go just now to consult on managing pupils or processes'. So, if you wanted a consultation on, you know, what you should do or could do to support a pupil or to manage through a process. Or '…to have your professional review and development'.

Whoever wrote up FHs, can you tell me what it is.

HT7
Sorry. Faculty Heads

B
Oh yes, of course. Just so that I don't make up something else

HT1

I put on-line there, B, because I do. I go on-line to see things like your Dyslexia Toolkit and things like that. But sometimes Facebook's got good ideas.

B

I like that yeah. I'll go to the Educational Psychologist or Facebook
Facebooks cheaper than I am

HT1

The fountain of all knowledge

B

Okay. There's one more. So where do you go right now to be coached through a tricky situation. So, if you had something that was quite tricky, where would you go? Who would you seek out to be coached through that if you knew that's what you required? 'To maon and offload'. Just have a bit of a moan. Not looking for a fix. And 'To reflect and mull things over'.

I'm assuming you've put *HT8* up there *HT10*. I think she would put you up there as well.

HT3

Just looking at that one just now...being coached through a tricky situation. Perhaps I ought to write this down but if you're meeting with someone regularly say once every four weeks for supervision or whatever, it then becomes easier to articulate the difficult stuff and the emotionally demanding stuff whether its to moan and off load or reflect. If you have got that regularly and built in and you don't have to go 'oh this is awful'. Or 'I can't do this. I don't know how to do it.' And actually. If it is built in one of the ….Oh sorry I can't remember your name. I can't see it on the screen….*HT2* building that in with her colleagues on their CCR time and actually if it is regular and built in, it kind of makes it when it becomes harder easier to do stuff professionally and actually that does matter for us as much as for our colleagues that we are charged with managing.

B

Yes, and supervision is a regular thing if we are doing supervision properly it is something that is planned and prepared whereas a coaching situation could be a one off couldn't it. it could be a one-off situation with a coach rather than something frequent.

So, all of that said then. Cos these are all places where you might go to deal with emotional stuff or practice issues... *driving home yeah usually with loud music on for me*…. So, the last board is just ...where are the gaps in that continuum of support? So, there should be somewhere for you to do all of that. But what are the gaps for you then because if we are thinking about supervision, I suppose it needs to be not just 'yeah that would be a good idea', but it needs to meet a need, fill a gap, go somewhere on that continuum. So, do you have any gaps? Are there species in what

we talked about there, whether it's around you know, offloading and moaning and coaching or your PRD. Where are the spaces in all of that?

HT1
I think for me B it's the skill. Like, if someone is supervising you, I would expect them to have had some training in that. Does that make sense? You can moan and offload but and sometimes that's enough to just get it off your chest and kind of work through it yourself but there's not someone that's skilled in doing that. But you can maybe come out with that feeling of moving on. Or gaining something from it. Does that make sense that would be what would be missing for me is the trust that somebody's been trained or skilled in that area.

B
Yeah, because if you go and moan and offload to somebody who's also morning back at you, you can come out feeling worse can't you. But if you start off a supervision session in that way it might be that the supervisor is skilled enough to be able to turn that around and you might feel better. Yep.

HT6
There is something for me B around about that culture of supervision. So at the moment if you need to speak around about a situation that's maybe slightly challenging, it can be seen that you are going with a problem and that you know your given maybe a response in terms of you know what might be a quick fix or, you know just to get it ...can you pass it on to someone else just to get it off of their desk. And so then is that really you know looking at the empowerment of you for the future with that so I don't know if that's that bit around about yes, there's people there in order to reflect on these management situations that can be challenging but actually you know how… what's the longevity in what we're doing and where we're coming up against things that we're not quite sure of.

B
Is that a bit about... You mentioned empowerment there *HT6* but is also about containment is it somebody who contains that situation with you or for you as well?

HT6
Yeah, I think in a way I suppose there is and is that containment because of the business interests rather than containment because of the sort of emotional welfare and I think that's two different things around about you know, we better sort this out because we don't want a complaint, rather than actually you know, how you grow as a leader and a manager.

B
Yes absolutely.

HT1
And like *HT10* was saying it's building your skills up as well. Because I said I coach myself through things because I've built my skills up in coaching. So, I imagine that

if you are getting supervision as well, you're increasing somebody's capacity to manage those situations and move forward themselves.

B

Yes, ideally that's exactly what you would do. The supervisor is a role model just as a coach is a role model for your coaching skills. Yep.

HT1

You can always benefit from that. Just going back to that. Because I did coaching, out-with recently through Education Scotland and the coach was amazing and he was like on the other side of the world. But even just learning from that it was an amazing experience to be coached again rather than be the coach. If that makes sense? I imagine that's the same through supervision and it's important that the supervisors are supervised too.

B

Absolutely. Yep. *HT2*.

HT2

Sorry I was just going to reiterate what *HT3* had said earlier about the timing and how important it is to be...have regular. I mean within our ASG we have quite a good support and we try to meet as regularly as possible but it's….. And to support each other it's about making that time commitment and having that time and having that regular time to be able to do it. For me that's where there's a gap at the moment. It's there, but it's not consistent enough.

B

Okay is that enough I don't want to cut people off if you've got more to say.

HT10

I've got my hand up. I think the biggest gap is trust. I've been going to HSHA for six years and *HT11* correct me if I'm wrong and *HT7* ...But we do things. We do things in groups, and you know we share some practice, but we don't share enough practice and we will never get better as a *LA*… You know Michael Fullan talks about the best functioning authorities are those that share practice across schools and I don't feel we do that enough in *LA* and one of the reasons I think is that if we share practice another school will steal it, use it and get even better insight data than us and as a result of that they'll benefit and I think in some ways that same premise shifts across to something like supervising. You know it has to be somebody who wants to help you develop and you know doesn't see it as someone else getting help and going to do better than me because of that sort of competitive element in it. I think trust... I mean I've had this conversation with so many times with so many different people and one thing I feel is lacking in *LA* at the moment is trust. And we really need to work hard to build trust and if we all start trusting one another that's the first step to moving towards. Moving forwards and becoming better as an authority and helping supporting one another. That's the biggest thing that will help our health and wellbeing. I think.

B
Yes, I'm with you on that the whole way.
Okay. Anybody else? Sorry I can't see your hands up whenever I'm sharing the Jamboard and that's why I'm asking. Okay.

HT11
Just to follow on from *HT10* there B. I think as well as trust, I think, really kind of wrapped up in all of that is just the culture. If this is truly going to be a kind of direction of travel in terms of supervising for senior managers, that whole culture and we haven't had that for quite some time. And this...yeah... that whole relationship, trust. If this is going to work and be supportive and true to supporting wellbeing and I feel you know, talking to you I'm preaching to the converted because I know that's very much the way you work. It's not across the board. You know I've heard people say that when we attend you know, corporate events well-being is certainly top of the list. but it's got to feel like that on the ground. I think there is a kind of cultural aspect that needs to be embedded first for this to truly work for it to be welcomed.

B
Yeah. And we might have to start small. We might have to start with the faces on the screen. The willing participants.

Okay. Thank you. I'm going to go back to my Powerpoint now. But the Jamboard is there and it's open if you get any other ideas.

Jamboard responses and number of mentions for each category
Where do you go just now for emotional support?
Colleagues/Senior Management Team (x4)
Head teacher colleagues (x3)
Family/home/Friends (x4)
Educational Psychology/Primary Mental Health (x1)
Coach (x1)
Merlot (x1)

Where do you go just now for management support - what to do?
Human Resources (x2)
Quality Improvement Officer (x2)
Line Manager/Area Education Manager/Officer (x4)
Other head teachers/ASG colleagues (x5)
Other partners/officers with specialist knowledge (x5)

Where do you go just now to consult on managing pupils or processes?
Educational Psychologists (x4)
Practice Lead (SW) (x2)
Colleagues (in school) (x6)
Head teacher colleagues(x3)

Line Manager (x2)
ASN Team/Specialists (x3)
Parents (x1)
On-line (x1)
Just Ask Helpline (x1)
QIO (x1)

Where do you go just now to have your Professional Review and Development?
Haven't had one/don't know (x3)
Line Manager/Area Manager (x2)
QIO (x1)
Other head teachers (x1)
Policy (x1)
Describing how - Coach (x1), Professional Reading (x1), Want someone who understands (x1)

Where do you go just now to be coached through a tricky situation?
Coach (x1)
Mentor (x1)
Trusted head teacher colleague (x2)
Trusted colleagues (in school) (x5)
Coach myself (x1)
No-one (x1)
Line Manager (x1)
QIO/QIM (x1)
HR (x1)

Where do you go just now to moan and offload
Family/friends (x5)
School senior Management Team (x3)
Trusted colleagues (x1)

Where do you go just now to reflect and mull things over
Trusted colleagues/practitioners (x4)
Head teacher colleagues (x1)
Outdoor activities eg running, dog walking etc (x4)
The gym (x1)
Driving home (x1)

Where are the gaps in the continuum of support you currently receive?

CODE

Trusting culture - Someone with knowledge and experience - More capacity. Someone/Time allocated - Emotional support

- Culture that is supportive, based on trust and values wellbeing
- I tend to look sideways rather than up
- Being built in (as just highlighted) - time allocated

- Someone trained that allow you to move forward
- Too often, no one. Capacity limited at HQ with those I need eg HR plus need them to have the necessary experience to support and advise appropriately
- Would be good to have a designated coach :-((someone who was able to do this) Quite often coach myself through things
- want someone that has some knowledge/ understanding about the "stuff" that I'm wanting to develop.
- I feel I don't really have anyone I have to talk to. I just try and manage my emotions myself.
- Emotional, clear, regular support

Powerpoint Slide 11
B
So, I want to. This is just a bit of a rehash I suppose or a reminder of some of the research and I had the citations I suppose in the last workshop so if you want any citations or any proper references, I can give you them. But generally, one of the reasons I'm really interested in supervision within education is because there is research on it that shows that it can improve well-being. It can be a real support for wellbeing and given that that's something we come across time and time and time again, the wellbeing of senior managers in particular isn't something that is addressed in a way that is a meaningful and helpful right now, I think that supervision could be something that could help with that. It can support professional practice and reflection given time and given the space to be able to do that so that it can maintain good practice and help refine your practice. It can certainly support CPD just because you're opening up and having a conversation with somebody around what your next steps might be, what you're gaps and what your own learning might be and what you might want to do as an individual in terms of your own career and your professional practice. There is some information and some research, although it's a bit tentative, around pupil outcomes and largely that is associated with staff wellbeing. So, you know yourself if you have a well-functioning staff, if you've got everybody turning up for school every day, you will tend to have a better ordered school and the outcomes for pupils will be better as well. So similarly, if we can support staff in senior management positions and you then can absorb more, or support your own staff more, the outcomes for pupils could be better in terms of that collaborative work with young people. And it can improve the culture and the environment within a school. But as has already been said you need a positive culture to make it work and to have it embedded anyway. So, I guess just in a nutshell, that is why. Why? Because we talked about it the last time. We know that well-being is an issue. We need to do something that is meaningful about well-being. So that this next wee bit, the next kin' of half hour or so, I want to focus a wee bit more on the how and maybe the who. If we can get there.

Powerpoint Slide 12
B

So here are... there's about five different models of supervision that we could use. There isn't a model that has been specifically designed for education and in any of the research where supervision has been used in education, it's always been a model that's been stolen from somewhere else either a social worker model or a clinical supervisory or a therapeutic model. So, I want just to give you a very, very brief .... share with you some of the main points of each of these models and maybe just get you to think about the pros and cons. What you think would be good in it. What you think wouldn't be so great in it. If we were to create something that was a bit bespoke for yourselves as senior managers in *LA* schools. And I've kind of ruled out the first two. We don't need to talk about them because the therapy specific model for example a CBT supervisor supervising a CBT therapist so it's very therapeutic and it's about modelling a particular practice. So, I think we can probably put that to one side. The next one, I talked about, we talked about a wee bit briefly around the functions and managerial model and I think we're quite clear that we would like the management maybe to stay separate to the more emotional and professional supervision, the reflective supervision if at all possible. So, I'm going to focus on the other three. The Process Model which is used quite a lot in psychology and is used in .... So, the services that I manage would use the process model. The integrated models are mostly used in social work, and I know that *HT3* was talking about having received supervision before and that probably would have been an integrated model. And then a relational model that is something that is being proposed by an educational psychologist in England and she has used it to good effect with some of the Emotionally Literate Support Assistants that they've got in some of the English schools.

Powerpoint Slide 13
B
And they all are a variation on a theme to some extent around thinking about the supervisee - so whoever is receiving the supervision and the supervisor - the person providing the supervision - having a relationship. So much of it is about that relational model between the supervisee and supervisor and there's a lot that can go wrong in that and there is a lot that can go right in that. We've spoken about trust and trust is so important to build up in that relationship as well. And it might not work to begin with. and you might not be matched up with the right supervisor and it's okay if you don't get on and its okay if you need a change because supervision will only work if you trust the person that's your supervisor. The supervisee generally will bring to supervision a client and I put that in inverted commas really because the client might be a person, it might be a member of staff it might be a pupil, it might be a family, or it might be a situation or a senior manager. It generally is... My supervisor says, you know I go sometimes and say I'm not quite sure if I need to bring this to supervision and she always says to me 'You bring to supervision what you need to bring to supervision.' And sometimes what we end up discussing isn't what I have originally brought, but it is what I need to talk about. And so 'the client' that might be the issue sometimes comes from the discussion. But sometimes the supervisee can get so caught up in their own emotions that they lose sight of that client and for us really the client often will be a child or a family. Somebody from your school community as we spoke about before. And so, the supervisor has got a

role to hold onto that client to keep that child in mind while they are speaking with the supervisee. So that we don't lose track and we don't go off just thinking about the supervisee's needs. They have to also hold on to the client's needs and I'm using the client as a generic term. For us I think, quite often whenever I provide supervision to anybody in education it's been a member of staff, or it's been a family or a pupil. The supervisee, if we are thinking about our context, is always a member of an organisation whether it's a professional body or for us, the council and that organisation has got an impact on you as a practitioner. So, it's important that the supervisee is reminded of their roles and their responsibilities to the organisation and the client, if it's a child or a member of staff, also have an impact on the organisation and the organisation impacts on them. So it might be, a family has complained about the level of resource that they have to support them and that toing and froing between the organisation and the client has got an impact on the supervisee as well. And so, although the supervisor wouldn't… it's not a managerial responsibility to go and tell anybody anything that happens in supervision, they have to keep an eye and be cognisant of the impact that the organisation would have on the supervisee and on the child or the family. So that is what's called the Supervision Rhombus and its quite often used in training just to get a sense of these different aspects that need to be held in mind by a supervisor whenever they are providing supervision. And the models will edge towards one or other of these quadrants or these corners or try and take on board everything that's in there. So let me just go through the first model that I want to share with you and get your ideas about this.

Powerpoint Slide 14
B
So, the process model is sometimes called the Seven Eyed Model and that's because there's seven aspects that the supervisor has got to bear in mind. They're certainly thinking about the client and what's in the client head and what the client brings if it's a child. It's easier I suppose if we just call it a child or a young person….and where they come from and what their background is and what they might be thinking and how they might be processing the situation. They are also holding onto what the supervisee and what their interactions and their interventions and what they've tried to do to support that young person up to now and how that might have worked or how frustrating that might have been if it has not worked. And the relationship between the young person and the supervisee or the family and the supervisee or the member of staff and the supervisee. Because those relationships can be played out in a number of different ways. And you sometimes forget that the relationship can then be brought into supervision and can impact the relationship between the supervisee and the supervisor which is another aspect that the supervisor has to be cognisant of. The supervisor has also got to kind of tease out or second guess what might be going on for the supervisee. Like you would do if you were talking to a member of staff. You've got an idea of what they're dealing with at home and how that might be impacting on their practice and then how their practice might be impacting on the child. So, you can see how this model could fit quite nicely with some of the supports that you might try and put in place with a member of staff. And at the same time, if you're providing supervision you've got to be mindful of what's going on in your life and how you're managing that and how you're containing your emotions

and not letting them spill over into the supervision situation. And just to make it even more complex, that 7th aspect is the wider context, so for us within *LA*, we might be thinking about the wider context of what's going on in terms of the organisation or management structures or people who might be leaving, or what's going on in your wider school at the moment. So that's the process model. What do you think the pros and cons might be of that? What do you like about it and what do you not like about it?

HT10
I would say in terms of cons, a lot rides on the supervisor and if they've got things, as you say, going on in their own life, then their relationship with the supervisee is affected which then in turn can affect the relationship between the supervisee and the client and the interventions that then take place. I'm not trying to be negative it's just...

B
Yeah, and I guess that's where that skill comes in that *HT1* talked about earlier on.

HT3
I mean I say that because at one point, I wouldn't call myself a supervisor, but earlier on this year I was coaching and mentoring somebody and that happened.

HT7
I kind of think…. I was thinking about what *HT3* was saying there that if number five doesn't exist, then that's gone and the process it's damaged all the way … over to the left

B
Yeah, and that goes back to that trust again doesn't it the relationship between those two people is key. Anything else?

HT9
I think. Just looking at the numbers. It's Friday afternoon, but I was just looking at it not starting with the client, but looking at it starting at the supervisor. That way, then it's about the relationship and the impact it has on the client. It's the same thing but I was just looking at it in reverse if that makes sense.

B
It does and this model…. remember I said in the supervisory rhombus….. this model has got a real clear focus on the client on the young person on the outcomes for them. So, its skews very heavily which is why number one sits there. Yep. *HT3*?

HT3
Yeah, I 'm slightly anxious about it given that in schools you give a lot in terms of the client whether that be your colleague, a family in need, the child or the set of standards that isn't high enough, or whatever that might be. And I actually think that what we're talking about in terms of supervision is about how the supervisee is

dealing with that and actually in terms of their - for want of a better word - emotional response and if you decentralise that you then lose that authenticity and that focus on actually that aspect of supervision and if you lose that it then just becomes part of that whole PRD type management type stuff. And that's how I feel about it. Because I'm not on a union soap box or anything like that but there is so little in schools that is supervision or supervisee focused that actually we need to build out from that and start from that because there's precious little around and we might like to think that we're doing it and we all do a little bit of it sometimes and we like to receive it and we value it but if and I'm not diminishing the importance of the client or the larger wider *LA* organisation you know remit and all of our statutory functions but actually you've got to stick the supervisee at the centre of this process. Without doing that you're stuffed. It's not going anywhere is my personal opinion.

B
That's absolutely fine that's what you're here for, to give me your personal opinion Thank you

HT1
Yeah, I agree with *HT3*. I almost want to draw a circle around the supervisee and the supervisor and that ….the elements to the side are maybe the elements that the supervisee is bringing in that would be a cause if you see what I mean of what they're talking about and also the next step. Does that make sense?

B
It does. No, that's really helpful. This is really helpful. Thank you.

HT3
Sorry. Just going back, it's making me think of certain things and the rest of you just ignore me and go to sleep. You might feel, as a supervisee, that actually what you want to bring isn't necessarily client focused. You know, and if you have a built up a trusting relationship with someone, you know, stuff could be awful within the community for whatever reason that has got nothing to do with the school, but actually you're feeling that, or it could be your own personal circumstances which could actually be impacting on your professional capacity to do X, Y and Z. And actually if you can have that conversation that is trusted, with someone to say 'how do I get myself through the next six months' of whatever issue you might be going through or the community might be going through, and actually having that as a regular ongoing conversation you can park that, you can do that on auto-pilot, you know I'm not saying that someone is going to tell you to do that but that kind of aspect might come through supervision and it might not just be client focused. It could just be mental health issue, it could be a physical health issue, but you know, I can waffle.

B
Yep. No. That makes perfect sense, *HT3*. Thank you

HT1

And with that in mind it could almost bring a feeling of guilt if there was another aspect that you're bringing to the supervision. That you know is affecting you but because it's not client based. So, if it's so focused on that it would maybe be detrimental to that relationship because there would be that element of guilt that you're not coping because of something else.

B
Yep, that's a fair point.

HT6
The model in the way that it's described, to me suggests that the supervisor would be some form of, or maybe have some expert knowledge or background around about how they could support the supervisee. But interestingly there's no intervention arrow from the supervisor to the supervisee within that model.

B
Yep, and would that be something you'd be looking for *HT6*. More the potential for advice or ideas?

HT6
Yeah, I think I suppose it's about that part where *HT1* said earlier if you've had experience in coaching you quite often get into that place where you coach yourself through different scenarios and what we've been talking about in one of those Jamboards was around about where are the gaps at the moment, so where would supervision have the most benefits. So quite often it's those parts where you maybe really are unstuck and there's no amount of coaching questions that's going to do it alone. Sometimes you do need a little bit of guidance and advice to help you get along the way of perhaps 'have you tried X before?' You know and so there would be some form of intervention that would be helpful.

HT10
That becomes mentoring then I suppose because when you were saying that *HT6*, I was…thoughts that were going through my head where, if you do put the intervention arrow between the supervisor and supervisee …. I'm glad you explained it because my concern would have been if the supervisor is listening to the supervisee and then puts an intervention in, then that might affect the trust there between those because what happens then is a feeling of judgement which would affect the trust. So, by what you've said I suppose clarifies that. That was just what was going through my head at the time because judgement can very quickly dissipate trust.

HT1
Yeah, and I also see the kind of, the supervision as more of how you're coping with it. That kind of more that emotional support than not necessarily an action out of it

HT2

Yes, I would say I agree with you *HT1*. I think the danger is that it becomes a managerial process almost that we're talking about there. It becomes a, because it's about the impact on the client and the outcomes for the client in the long run that then puts that kind of performance element possibly on there, rather than the wellbeing of the supervisee.

B
Yeah, really interesting. This is so helpful. You can see why it's used for psychologists though can't you and in a therapeutic context, because the focus is on the client.

Powerpoint Slide 15
B
Okay, let me show you the one that's used mostly by social work then. So, a different model. This is called the 4 x 4 x 4 model. In the middle you'll see service users, staff, organisations, partners. So, your school community I guess are in there. All those aspects of your school community. And around about that the supervisor would be thinking about what is it about these parts of your school community I suppose? What is your experience? Can I give you time to reflect on what they might be? Can we analyse what's going on with whatever aspect it is that you're bringing to supervision and then help you create a plan or an action or something that you might work towards or intervene in some way with. So they wouldn't give you the plan they would just support that thinking the analytical thinking after reflection but at the same time there would be an idea around the management process so remember, this is used quite a lot in social work so there's a case working, a case management aspect that may or may not be appropriate for us to consider within education and there's certainly support in there but there could be something around mediation if there's a particularly tricky situation. Does somebody need to come and help with that and then about your development as a supervisee. So, it's constructed in this way because any of those four or three lots of four elements can be up for discussion in supervision and the supervisor would want to be teasing out what's happening there and help. Help try and find a way through. What do you think to that model?

HT1
B I almost feel like it should be the person that's being supervised that's in the middle. If it's to. If it's to like improve the wellbeing of that person and impact on the area their leading it's almost, in my head, in my vision, it would be them that would need to be in the middle and by all accounts, like all that would definitely be taken into account. But yeah. I don't know that's just the way I would see it in my head.

B
Yep. That's absolutely fine. That's grand.

HT11
I can share *HT1*'s point there. I'm not quite sure in reading that. I'm looking at it or looking at the last model where the supervisee was in the centre. I wouldn't

necessarily disagree with what's around the outside. My kind of thinking about supervision would be ... potentially have support development and an aspect of mediation I suppose. I maybe hadn't thought that that's what it would be called. But where is the person at the centre of this? I don't see it. But I can see where you've said it's used in social work because in terms of a case I can see where that would work with them. That's maybe just...we're looking at it from a different angle.

B

And I think that's why it's important to look at the models because implementing a model just lifting something from elsewhere and putting it into education is never going to work for us because we work in a different way. Any other comments? I know it's Friday afternoon. Stay with me.

HT10

I think this one to me and maybe because I'm simple, but it doesn't make much sense to me. At least a previous one, although I give it .em...I didn't give it a hard time but I did make some points about it, it made more sense to me than what this one does. This just looks confusing to me. Sorry, it might be because it's Friday afternoon as well as being thick.

HT2

I'm so glad you said that *HT10*. I was thinking the same thing. I just thought I can't read it at all, other than I absolutely agree with *HT1*'s point. I think it's thinking about our purpose and if our purpose is to ensure the wellbeing of the supervisee then they need to be at the centre. It's kind of like when we do all our sort of work and it's the child at the centre. So, in my mind it should be the supervisee at the centre and then having all of those things around it that could be feeding into how they're feeling and the wider, and the wider support. And, you know, I see the circle that we have for GIRFEC almost, with the child at the centre, and kind of think well, just put the supervisee at the centre and then let's just build out from there. Because I agree, *HT11*. I found this one very tricky to follow too.

HT10

I'm glad I'm not the only one

HT3

So yeah, I was subject to this model. That would be, this is what happened to me. And you do feel a bit like it does work, but it does feel like you are a cog in a machine. That you're just a little bit of it. And you don't actually ... it's about the whole process and it doesn't really ... it's useful but it doesn't really focus on you. It focuses on something else and it's quite clear because that's what it says - that's what's in the middle. You do feel like that little cog that's trying to get X, Y and Z results out for that family or this individual or whatever it might be and unless you're quite active as a supervisee you don't get heard within that. You just get making sure that your little grooves in your little cogs are working. You know and it is about understanding what you're going through as a supervisee actually is going to make this work for us as educational professionals. Because that is what's missing. That

aspect of. The emotional aspect of working in a school or in education is often missed for the workers within it. I'll get off my soap box. Bye

B
That's really helpful. Helpful observation.

Powerpoint Slide 16
B
Okay let's see what you make of this model. So, this is the relational model. It doesn't have a picture of a wee person, but it is about the experience I guess of the relationship between the supervisor and supervisee and the first triangle represents the facilitative components of supervision. So, the supervisee I guess comes into supervision because it provides a safe base. There's structure there. There's commitment on both sides. So, it's a structured process that over time develops trust. So that it is a safe space to be reflective and there's commitment on both the part of the supervisor to turn up and the supervisee to turn up and to be prepared and ready. The educative components then are about reflection. So, the supervisor facilitating reflection. Providing that kind of function as a role model and also providing some formative feedback so I suppose in terms of solution focused questioning similar to what we might be familiar with in coaching, the guiding and the supporting. And if you get those two parts right you then would see growth from the supervisee in terms of their development. What do you think about that model?

HT1
I'll jump again. I like that model best. But how is that then different from coaching?

B
What would make it different, *HT1*? What do you think is missing there in terms of the discussions that we've had about supervision?

HT1
I suppose it's that...it is that emotional element. It's that psychological element.

B
Yep. So, it's not really mentioned, is it?

HT1
Because I would see all of that, I would hope, in coaching. Although the feedback. I mean I'd be cautious of that over the kind of questioning.

HT7
The thing that jumped out at me there is the phrase in the middle. The supervisor as a role model. I'm just thinking you know through the last few slides, if we are the supervisees, the supervisor….a supervisor…. I would want a supervisor that has lived it and felt it and known it. So that I know that whenever I'm offloading or whatever it is I'm firing out there, they walked that walk as well. That's my own personal feeling but that resonates. That supervisor as a role model. That would

suggest that they've fulfilled that role and you know, you're going somewhere where you know. The commonality of experience.

HT10
It's more mentoring than coaching. As you said *HT7* you want somebody that's got a bit of empathy with what you're going through, and I suppose your mentor has that. Whereas in coaching you don't have a role model. You don't need to be a role model to coach you just have to have the right questions. And again, as *HT1* was saying there's not as much feedback as such but again it's questioning more so there's more direction being given in this model than perhaps true coaching would have, in that respect. So that's where it differs. Although like *HT1* I would say that out of the three models it was one I liked best, but that's because it suits education and suits our context more than perhaps the other ones do.

B
That's fine I'll take all your positive comments and I'll create something.

HT10
There weren't many of them. Can I just say that one positive comment. I really liked in the first, the Process Model, the movember effort by the client. I was well impressed with that.

B
Oh, I love it.

HT1
I noticed that too, *HT10*.

B
Yeah. I was going to put a wee blank box over the top, but I couldn't get the right colour. Any other comments on this model?

HT2
B, can I ask a question? This model and the comments that have been made so far are really, are making me think back to *HT11*'s comments at the beginning about that equality and not having the power, hierarchy when you're wanting to be having a conversation about well-being - actually talking about peer models. And I think that kind of clicks onto what *HT10* was saying. I mean if we are thinking about a supervisor you know, do they need to be ...I say sitting above, but do you know what I mean? Do they need to have more experience or more, you know, because to me that's what this model is showing. More of that mentoring as *HT10* said. Whereas, is it more beneficial when we're talking about well-being to be on that equal playing field where it's more of a peer, peer support. And I don't know, maybe it's because I, you're the one with the understanding of supervision. So maybe I'm not right in where I'm thinking about that. But wellbeing to me means that they need to have that feeling of equality possibly in a way. Any way rambling at the moment. But those are the thoughts kind of bouncing in my head.

B

No, I think you raise a valid point. There are some models that are hierarchical but the danger there is that they become, or they could become more appraisal kind of models. Where you've got an expert and a tutor if you like... an expert and a - sorry a - student type of relationship. And actually, supervision should be much more equitable in terms of, if anything, being led by the supervisee and the supervisor is a facilitator within that process rather than an expert. They might have expert skills but they shouldn't be coming across as being the expert within that model so it shouldn't be hierarchical.

Powerpoint Slide 17
B

Okay. I've got a few more questions to tease you with. Not that many honest.

Powerpoint Slide 18 and 19
B

What type of supervision would you benefit from and why? So, I'm just going to give you a very brief kind of idea of what I mean by individual and peer group because I'm not sure how, if you'll be able to see that.

Individual supervision I suppose the benefits to that is about you building a relationship with an individual. It's for you. You bring what you want. It's your agenda. It could be ad hoc if you build a relationship with somebody. You could slot in the odd additional session. The downside to it is that it's quite expensive. And what if you don't get on. You know we don't have enough supervisors so it's quite expensive to have 203 for 203 head teachers in *LA*. But what if you don't get on with your supervisor. What are your options then? So, there's pros and cons to individual supervision.

In terms of peer supervision. You might then have somebody who is familiar. You know if you were going to another headteacher they might be familiar with your role with your job. You might be able to learn from each other. But I suppose the down-side to that is that it could become a bit too informal. You might get a bit too cosy with somebody because you get into 'oh yeah I've experienced that as well' and it becomes a bit more of a dialogue or discussion rather than supervision as such.

And in terms of group supervision. That could be quite cost-effective. It can work quite well especially if you've got a group of people with a similar context. So, say a group of PSAs that are used to working with the same group of pupils and they've got a common knowledge about those pupils. The downsides of that is that it's quite difficult sometimes to set ground rules in terms of confidentiality especially if you've got a bigger group. Will everybody come? So sometimes people will come and sometimes they won't come. So, your group is varying in size and sometimes you can hide in group supervision and not really say anything at all. So, you don't contribute.

So, what do you think? What do you need? What do you feel you need and why?

HT3
Can I just say on peer supervision. I've got visions of it being a massive speed dating thing with all the headteachers in *LA*. However, with a Kind of union type hat on - I'm not a union rep in any manner, shape or form - but there is a cost to that that is hidden. You know, if *LA* were to employ 203 supervisors there is a definite cost. But actually, there is a cost to my school if I am asked to supervise somebody else because I'm not doing my job here. And actually, that's a hidden cost that wouldn't come out and the repercussions would be that I will be doing more stuff out of hours or later on or not as effectively as I would. So, there is exactly the same cost as in individual and peer it's just hidden so, that, sorry.

B
Yep, that's an absolutely valid point *HT3*. Thank you. Any other comments.

HT2
B, can I share what we are doing in our ASG?

B
Please do

HT2
So, we have taken a kind of, I'm not going to use the term supervision yet, because we're not trained in that. But what we are doing with 2 ASGs. We have started a sort of colleague well-being group where we meet and we the follow structure of a thinking environment which was brought to us through an education excellence in headship coaching course. And we've had our first meeting. We meet again next week so kind of trying to meet every three weeks or so. It's the same group of head teachers although there is no pressure to arrive. To come. But they can choose to drop in. We choose a thinking question everybody kind of votes throughout the week on what they want. And we go around, and we follow a very, it is a very clear structure, and it has a very clear ethos. The pressure is that you have to do the training which I've had the opportunity to do, and it is a three-day training, but it was absolutely fantastic. But it is about each person who is there talking. Everyone has a chance to speak. Everyone has a chance to listen. We do a round so everyone speaks on our thinking question that they've chosen. Everyone gets a chance to speak on it and then we move into a random pair. And they meet and they have a discussion in their pair. It could be, it's usually about 10 minutes or so. They come back and we have another round of what's your fresher thinking on that. Where's that taking you and then we sort of give our appreciation. So, it's usually about an hour. Now when you go into it, your pair, you can choose to talk about what it is that we've already been talking about. Or it's just a question of, what are you thinking right now, and they then can talk about whatever they want. When we brought the head teachers back together after the first session, I said to B that actually it was almost like they were wanting to hug each other through the screen. It was really, really, lovely. And one head teacher had said, you know, yes, he'd been to meetings. Yes, he's been a

part of all of that, but in 18 months he hadn't had a chance to make a personal connection with someone and he had had that opportunity. So, I mean I know it's not supervision as maybe any of those technical models, but it has a very clear structure, and it is something that is worldwide. It's based on Nancy Kline's Time to Think work. But it worked as a group supervision, like as a group well-being which is what we were trying to do with our colleagues, was just support some well-being in a group and timewise it's, you know, like I say, an hour a few times a week as long as you've got somebody who's done the training on the process.

B
Yes, I was really pleased to hear about what you were doing and how you were trialing it. And supervision… I'm not saying that this is something that cuts across anything that we've already got. Because we still need coaching. We still need mentoring. We definitely need colleagues to be able to be there and to listen to us as well as the formal listening environments that you're providing there too Jennifer and there may also be a space and a place for supervision. It's about getting that continuum of support so that people have got access to a range of things that meets their needs. But yes, that was definitely brilliant to hear about. Any other comments on individual, peer or group supervision?

HT2
I was just going to say, I would say to have that relationship for me it would. I'd look for individual, because you'd have to have that trusting relationship. But I'd be open to any of them.

HT7
When you took us through the last slide, I don't know, I could see wanting individual sometimes and peer at another time and then definitely wanting group at another time. Especially the times when I want just to listen and hide and find out what's going on. But for me it would very much depend on the, I suppose the situation, that I was in at the moment. I know, I understand the individual one's the most expensive one, but I think that's the kind of one that I do all the time when I go looking for help. When I go sideways looking for help.

HT10
I think with the, you know the group one, it would have to be…. with the individual one you know it's quicker. You build up trust and relationships quicker because there's only one person to do it with. With peer and group, you're adding more people so it's more people to trust. More people to build relationships with and therefore you might never ….I mean it only takes one person in a group to put you off and think I'm not speaking in front of them. So as a result of that, although I do like speaking in groups as you all know, sometimes it can be obstructive, and it can perhaps… individual is where you can really pour your heart out I suppose.

B
Yeah, and it might be individual is something that we have a go at and group and peer supervision comes along the line. Okay so I said I've got I think just two more

questions to ask you. Three more questions to ask you. I'll see if we can get through them in 10 minutes.

Powerpoint Slide 19
B
So, this one is about uni-professional or multi-professional so uni-professional - colleagues who do the same job as you or who work in education, I guess. What might be the advantages or the disadvantages of maybe having a supervisor who comes from a different professional group? What are the pros and cons of that? Would you prefer it to be all within education or are you open for different models? What do you think?

HT11
I think just looking at the split there B, it would depend on the situation. I think a lot of the times where I'm needing somebody to have a blether with, it would be around kind of HR type issues, where you're just needing to kind of have a sounding board. So, for that it could be multi-professional - people that have more expertise in that area. But it would all come back to I suppose the education setting because we do tend to have, well we do have different terms and conditions. Including some of the pricklier situations, teachers are, you know, approached in a slightly different way. So, I suppose, in short, I'm saying it depends on what it would be. I don't think I would get a lot out of it always being muti-professional. I think I don't see that I would get an awful lot out unless I felt that it was somebody who was around education. I suppose as we've all said somebody that's kind of done the day job and had some kind of experience and that might be I suppose... well certainly where I'm coming from just now joining your session, is that we are not, you know, we're all in our own wee bubbles. I know the connection on-line is one thing. And it's great to hear that *HT2* is able to get something like this up and running and doing it on-line. But we're… I'm certainly really missing the kind of face to face contact and there is a real worry…and we've spoken about that for HSHA on the headteacher exec, that we can't all.. there's a worry that we are all just going to keep in our own wee silos and do our own thing and I don't think that's good for anybody's wellbeing. So, I think the kind of connectedness with fellow colleagues is where I would be hoping to get some benefit.

B
Yeah, I could see that. Anybody else got a preference?

HT9
I think a mix as well, like somebody just said. I think sometimes you might want individual other times a group session might be better. I think if there are different options available for different situations.

HT10
HT7 picked up on, you know, empathy earlier on and so in that respect it would have to be somebody in the same profession. I go to the gym very early in the morning and there's another guy who goes there. And He works for, SSE he works for, and

he's in management and quite often he'll sound off and you can, you know, there are similarities there in terms of he's dealing, well you're dealing with people and people are the same no matter what job they're doing. Their emotions and their psychology are similar. So, when you're dealing with these things, and sometimes it's quite refreshing to see that happens in other places and not just schools and sometimes, I tend to enjoy listening to him because it saves me moaning. But at the same time, it's not the same as being able to have a good chat with somebody who knows where you're coming from.

HT7
HT10, that's really interesting. My brother works in an engineering company in Glasgow and very often he gets collared for his HR perspective and it's, sometimes it's very useful, sometimes it steers me in a different direction, but it is good to get that different perspective.

B
Yes, so a bit of horses for courses I'm hearing.

Powerpoint Slide 20
B
Okay. Here's one then. Do supervisees and supervisors require training to develop skills? So, I'm assuming we would all agree that supervisors need to be trained. They need to understand how to support supervision. Facilitate supervision. What about supervisees what do you think about that?

HT3
Yeah. I don't know whether training is the right thing but certainly an understanding of what it is about what it is what it isn't absolutely is required because you need to go into whatever process you're involved in with your eyes open with understanding what that process is. So even if it's a really brief element of training, yes you do, is where I'm standing - it is this, it isn't that. It could be that it could be that. You need some kind of it.

HT1
Yeah, I completely agree. They need to know that the process that they're going through and the objectives of it. The purpose of it. Not so much training but they certainly need to go in with their eyes open to what it is they're trying to achieve.

B
Any other views?

Powerpoint Slide 21
B
I have one more question for you. How's that for timing? And it would be helpful maybe if you answer this in the chat and then I've got a written record. Not to hold you to it at all but just so that I've got a sense of whether this is something that you are up for. So having gone through today's workshop and for some of you that's four

hours that you've given me that I am so grateful for given how busy you are. Do you still think that we'd benefit from professional reflective supervision so that's the first question. And then the second one would be would you want to participate in a pilot? So, your pay back for giving me your time is if I could match you with the supervisor and create a supervisory model on the basis of how you have steered my thinking this afternoon, would you want to trial it as a supervisor or a supervisee even? I'm offering supervisee. I think that maybe that's where you might want to start but I'm up for you being a supervisor or if you thought that would be good. And if you respond to the chat and it's fine if you say, 'Yeah, it's been interesting, thanks, but I'm not really interested. I don't have time.' That's absolutely fine. But the offer is there if you feel that you would want to be involved in something probably after Christmas through to the summer.

Responses in the Chat:
HT7: Yes, yes, supervisee
HT9: Absolutely think we would benefit. I would prefer supervisee with a view to being supervisor in the future
HT6: Yup - definitely
HT11: Yes, would benefit. Yes, to pilot.
HT3: I think that we benefit from reflective supervision both professional and otherwise. Yes, I would like to be part of a pilot.
HT10: Absolutely feel we would benefit from that. No question. I would be happy to participate in that, because I feel that although I have 2x mentors from HC at the moment, I'm not getting a right lot of supervision in this sense, which I would value, and feel would be of benefit. Also, for what it's worth, this has been one of the most helpful, interesting and open conversations around HT and leadership wellbeing I have participated in in a long time. Thanks Bernadette.
HT1: Yes, would be great to be involved in the pilot. Thanks Bernadette. Great to be part of such a thoughtful conversation and exciting for the way ahead.
HT2: Yes, we would definitely benefit! Yes, happy to participate in pilot as supervisee.
HT8: I would be happy to engage in supervision so if it's okay please put my name down for it.

B
So that is the end of my requests from you. Thank you so much, folks. I really have got a huge amount from the discussions that we have engaged in. It's been really great, and I think I said to you before. There hasn't been anything directly involving senior managers in education in this kind of context before. Anything that has been tried has been implementing, you know, some kind of clinical supervision within an education context. So, I'm trying to do something that's a wee bit different. That will keep the conversation going across Scotland because we have started a conversation in some other parts of Scotland as well and it would be quite good for us as a profession to kind of keep that conversation going and see where it gets us. So, once you've given me your reply you are free to go. And if you want a glass of wine, *HT10*'s got a whole cupboard load full in his kitchen. So, the party is at his house. He's got an empty.

HT10

Yep, take your lateral flow tests before and after it though.

B

Absolutely. Thank you so much. Anybody got any comments on the process that we've used - the Jamboards and the Powerpoints and the questions. I know it's felt a wee bit like giving you a survey I suppose, interrogating you, and it would feel a bit different if we had been face-to-face. Has it been an okay process over the last couple of workshops?

HT7

Yep

HT1

I think it's been a good mix, B, of informative, discursive and really thought-provoking.

HT11

I wouldn't mind a copy of the slides, B. That would be good. Thank you.

B

I was going to say would it be helpful for people to have a copy of the slides? I'll give you a copy. I'll not give you the transcript just because people at the moment can be identified on that, but you've got my thematic analysis and you'll see the thematic analysis from this workshop as well, but I can give you the slides no problem at all. And whenever I write it all up, I'll give you a copy of the whole thing if you're interested. If you get insomnia. Or if anybody wants to write any of the chapters for me by all means. No? Okay.

Enjoy your weekend folks. Thank you so much. Take care

Appendix 14 – Themes from Analysis of Question 2 - Workshop 2

Q2 Where are the gaps in the continuum of support you currently receive?

CODE

Trusting culture

Someone with knowledge and experience

More capacity. Someone/Time allocated

Emotional support

- Culture that is supportive, based on trust and values wellbeing
- I tend to look sideways rather than up
- Being built in (as just highlighted) - time allocated
- Someone trained that allow you to move forward
- Too often, no one. Capacity limited at HQ with those I need eg HR plus need them to have the necessary experience to support and advise appropriately
- Would be good to have a designated coach :-((someone who was able to do this) Quite often coach myself through things
- want someone that has some knowledge/ understanding about the "stuff" that I'm wanting to develop.
- I feel I don't really have anyone I have to talk to. I just try and manage my emotions myself.
- Emotional, clear, regular support

Participant Information Sheet for School Senior Managers

Name of department: School of Psychological Sciences and Health

Title of the study: Evaluating the impact of reflective supervision on supporting the wellbeing of head teachers in schools within one Scottish local authority**.**

My name is Bernadette Cairns and I am currently studying for a Doctorate in Educational Psychology at the University of Strathclyde. The research I propose to undertake has been agreed by the University of Strathclyde Ethics Committee and is being overseen by my Academic Supervisor from the university, Clare Daly.

You are being invited to take part in a research study because you have previously noted an interest in participating. Before you decide to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the Privacy Notice and the following information carefully. Please ask if there is anything that is not clear or if you would like more information. If you decide to take part in this study, you will be given a copy of this Participant Information Sheet and the signed consent form to keep. Thank you for your interest in this study.

What is the purpose of the study?
To evaluate the effectiveness of the provision of professional, reflective supervision in supporting the wellbeing of head teachers.

Rationale for the study
Many professional groups who work with children and young people receive regular professional supervision to support their safe practice and create a space for reflection and growth. In Highland, supervision is not provided as a matter of course to senior managers in schools.
You were previously involved in the exploratory study to consider if reflective supervision can provide a means of support within your role. This second study will follow on from our previous workshops and investigate the effectiveness of supervision in supporting wellbeing.

Why have I been invited to take part?

You have been invited to take part in this study because you are a senior manager in a school within the Highland Council and have noted an interest in participating with colleagues on this study. If, after reading this information, you are still interested in taking part, you will be asked to complete a consent form.

Do I have to take part?

No. It is up to you to decide whether you wish to take part or not. If you decide to take part, you will be given this information sheet to keep and be asked to sign a consent form, which should be signed and returned to me by e-mail and by the date provided on the form. You can change your mind at any time. You can stop taking part without giving a reason.

What will I have to do if I take part?

The study involves participation in 6 x 1 hour supervision sessions with an educational psychologist between March and June 2022. The supervision sessions will take place on-line using Microsoft Teams and so you will be asked to join the sessions from a private space/office, where you can talk freely and where the discussion will not be overheard or influenced by others.

Each month you will be asked to complete the Wellbeing School Survey (appendix A), which is a standardised questionnaire used regularly in schools to support the evaluation of staff wellbeing. This survey has been developed by the Child Outcomes Research Consortium (CORC) and the Evidence Based Practice Unit (EBPU), both based at the Anna Freud National Centre for Children and Families, which is a national centre for excellence in supporting the mental health of children, young people, staff and families. The survey presents a series of closed questions regarding your own emotional wellbeing and coping skills. It should take approximately 10 minutes to complete. Further information on this survey can be found here: https://www.annafreud.org/schools-and-colleges/resources/wellbeing-measurement-for-schools-staff-survey/

At the end of June 2022 there will be a final focus group lasting 1 hour, with the other head teachers who have participated in the study. This focus group will be led by myself. Through group discussion and the use of Jamboards to record some of the discussion, there will be consideration of the effectiveness of the process of the professional reflective supervision you have received.

The data relating to wellbeing and also the information gathered from the focus group on the process of supervision, will both be reported on as part of the research.

Both the supervision sessions and the final focus group will be conducted on-line using Microsoft Teams.

It is helpful if you are able to attend all 6 supervision sessions and the final focus group, but as with any research, you are free to opt out at any stage should you choose to discontinue your participation. Should you wish to no longer participate, during the

study, it would be helpful, with your permission, to continue to use the data you have provided to that point. However, you can ask for your wellbeing survey data to be withdrawn if you do not wish for it to be included. If you participate in the focus group discussion and then withdraw from the study, your contribution will be removed from the transcript. This will only be possible up to the point of this data being anonymised, as after that, your specific contribution will not be identifiable in the transcript.

The content of the supervision sessions will be confidential to you and your supervisor (educational Psychologist). The final focus group will however be recorded so that information shared, discussion and activities can be considered in detail and coded accurately after the session. To participate, your consent for this focus group session to be recorded is therefore required. The recording will be deleted once the transcription of the focus group has been made. The transcription will not name any individual participant and all personal views and contributions will be anonymised.

What are the possible benefits of taking part?
This study will help us to understand more about how we can support head teachers and if supervision should be part of that support.

What are the potential risks in taking part?
There are no anticipated risks to taking part in this research. The supervision sessions should feel supportive and any issues it raises should be able to be supported and addressed by your supervisor. None of the questions within the focus group are expected to be upsetting and at any point you can ask questions, get clarification or opt out of the research if you wish to do so. If you feel at any time that you are overwhelmed, or need to talk to someone, you can contact the Employee Assistance Programme and Spectrum Life at the link here:
https://www.highland.gov.uk/staffsite/info/8/health_and_safety

What information is being collected in the project?
Your contact details will be saved for the duration of the research to enable information to be sent regarding the supervision sessions and the focus group and also so that a summary of the findings can be shared at the end of the project. Your details will be shared with the educational psychologist who will facilitate your supervision sessions.

The wellbeing surveys will be sent to you by post by a clerical assistant who will use a code specific to you on each monthly survey. Included with the survey will be a stamped addressed envelope for ease of return. The clerical assistant will then note the survey has been returned and pass on the forms to myself for analysis. I will not know which survey corresponds to which participant. The surveys you will complete will be scanned and kept securely on my Strathclyde University one drive account and the individual and collective responses will be reported for each month within the final write up of the study. Summary notes, Jamboards, post-its from the focus group session will be collated and saved to support the write up of the project. This session will be recorded on Microsoft Teams and then these discussions will be

transcribed by me. The transcriptions will be saved securely by Strathclyde University and may be accessed after the research is concluded.

Who will have access to the information?
A clerical assistant will collate the individual survey returns and pass the anonymised data to me on a monthly basis. Only myself, the clerical assistant and my supervisor will access any of the raw data during the research period. On the conclusion of the research, the transcribed summaries of the focus group will be saved securely. This anonymised data may be accessed through Strathclyde University and made available to future PhD students of the supervisor, interested in the subject matter for their own research purposes.

Will my views be kept confidential?
Yes. Your name will not be associated with any specific view. The views expressed in the discussions in the focus group will be summarised for later analysis, but no names will be used in this summary. You will be given a code to use on your survey return that will be randomly allocated by a clerical assistant. Only the admin assistant will have access to the names associated with the code, so your survey data will not be directly attributed to you. The requirement for a code allows your monthly returns to be tracked over time.

Where will the information be stored and how long will it be kept for?
All personal data will be processed in accordance with data protection legislation. Please read our Privacy Notice for Research Participants for more information about your rights under the legislation

All information from the wellbeing surveys and from the focus group will be stored in my Strathclyde University One Drive account. The recording of the focus group will be deleted once the transcription is complete and the transcription will be made immediately after the focus group. The data will be anonymised at the point of transcription of the focus group, with initials used for each participant and this will be held until the completion of the Doctorate research which is anticipated to be autumn 2022. The anonymised data will then be archived on the University Server so that it can be available to independent researchers in the future if required.

What will happen to the results of the study?
The data gathered from this study will be anonymised and used within my thesis, submitted as part of my Doctorate in Educational Psychology and may be written up for publication. The anonymised data (survey returns and focus group transcription) may also be accessed by other researchers interested in this topic in the future, upon application to Strathclyde University. The participants will receive a summary of the main findings of the study and offered a copy of the final doctoral thesis. A final workshop presentation has also been offered to participants and the ECO for Education at the end of the study, providing a summary of the findings. No individual comments or views will be attributable to any individual and the main findings will be a summary/collation of the overall themes within the focus groups.

Who has reviewed this study?
This study has been approved by the Education and Learning Service in the Highland Council and the University of Strathclyde School of Psychological Sciences and Health Ethics Committee.

What should I do if I have any more questions?
If you have any questions/concerns during or after the research or wish to contact an independent person to whom any questions may be directed or further information may be sought from, please do not hesitate to contact myself or my supervisor. You can also contact the ethics committee at hass-psh-ethics@strath.ac.uk

Researcher contact details:
Bernadette Cairns
Doctoral Student (DEdPsy)
School of Psychological Sciences and Health
University of Strathclyde
Telephone: XXXXXX
E-mail: XXXXXX

Chief Investigator/Supervisor details
Dr Clare Daly
Senior Teaching Fellow
School of Psychological Sciences and Health
University of Strathclyde
Telephone: XXXXXX
E-mail: XXXXXX

If you are unhappy and would like to raise a formal complaint, you can also contact the Secretary to the Ethics Committee at the address below:
School of Psychological Sciences and Health
University of Strathclyde
40 George Street
Glasgow
G1 1QE

What happens next?
If, having read this information, you would like to participate, please sign the consent form to confirm this and return it to XXXXXX

If you have chosen not to be involved in the project, that is absolutely fine. Thank you for your attention and interest thus far.
Thank you

<u>**Consent Form for School Senior Managers**</u>

Name of Department: School of Psychological Sciences and Health

Researcher: Bernadette Cairns
Research completed as part of a Professional Doctorate with the University of Strathclyde.

Title of the study: Evaluating the impact of reflective supervision on supporting the wellbeing of head teachers in schools within one Scottish local authority

- I confirm that I have read and understood the Participant Information Sheet for the above project and the researcher has answered any queries to my satisfaction.
- I confirm that I have read and understood the Privacy Notice provided for research undertaken within the University of Strathclyde.
- I agree to my contact details being held by the researcher for the duration of the research so that I can be sent information on the supervision sessions and the focus group I will be attending and also so that I can be sent a summary of the findings on the conclusion of the research.
- I agree to being randomly paired with an educational psychologist who will act as my supervisor for the duration of the study and to my details being shared with this educational psychologist so that dates for each session can be agreed.
- I agree that the content of the supervision session will be confidential to myself and my supervisor unless any safeguarding concerns are identified in which case the Highland Council child protection guidance will be followed. (https://hcpc.scot/wp-content/uploads/2020/04/Final-Highland-CP-Guidance-2020-COVID19-VERSION.pdf)
- I agree to the focus group session being recorded to aid with data analysis and that these sessions will be transcribed.
- I confirm that I understand how the information gathered in the workshops will be used and what will happen to it (i.e. how it will be stored and for how long).
- I understand that my participation is voluntary and that I am free to withdraw from the project at any time, up to the point of completion, without having to give a reason and without any consequences.
- I understand that I can ask for my wellbeing survey data to be withdrawn if I do not wish for it to be included, however If I participate in the focus group discussion and then withdraw from the study, I acknowledge that it will not be possible to remove my contribution to the wider discussion.
- I understand that any information recorded in the research will remain confidential and no information that directly identifies me will be made publicly available.

- I understand that anonymised transcripts may be accessed by future PhD students interested in this area of work.
- I consent to being a participant in the study.

(PRINT NAME)	
Signature of Participant:	Date:

Please send a signed copy to XXXXXX on return or by XXXX

<u>**Participant Information Sheet for Educational Psychologists**</u>

Name of department: School of Psychological Sciences and Health

Title of the study: Evaluating the impact of reflective supervision on supporting the wellbeing of head teachers in schools within one Scottish local authority

My name is Bernadette Cairns and I am currently studying for a Doctorate in Educational Psychology at the University of Strathclyde. The research I propose to undertake has been agreed by the University of Strathclyde Ethics Committee and is being overseen by my Academic Supervisor from the university, Clare Daly.

You are being invited to take part in a research study because you have previously noted an interest in participating. Before you decide to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the Privacy Notice and the following information carefully. Please ask if there is anything that is not clear or if you would like more information. If you decide to take part in this study, you will be given a copy of this Participant Information Sheet and the signed consent form to keep. Thank you for your interest in this study.

What is the purpose of the study?
To evaluate the effectiveness of the provision of professional, reflective supervision in supporting the wellbeing of head teachers.

Rationale for the study
Many professional groups who work with children and young people receive regular professional supervision to support their safe practice and create a space for reflection and growth. In Highland, supervision is not provided as a matter of course to senior managers in schools.
There has already been an exploratory study to consider if reflective supervision can provide a means of support for head teachers. This second study will investigate the effectiveness of supervision in supporting wellbeing.

Why have I been invited to take part?
You have been invited to take part in this study because you are an educational psychologist within the Highland Council and have noted an interest in participating with colleagues on this study. If, after reading this information, you are still interested in taking part, you will be asked to complete a consent form.

Do I have to take part?
No. It is up to you to decide whether you wish to take part or not. If you decide to take part, you will be given this information sheet to keep and be asked to sign a consent form, which should be signed and returned to me by e-mail and by the date provided on the form. Should there be more educational psychologists agree to participate in the study than are required, participants will be accepted on the basis of those who first apply, with others being held in reserve should they subsequently be required due to a participant dropping out of the study for any reason. You can change your mind at any time. You can stop taking part without giving a reason.

What will I have to do if I take part?
The study involves delivery of 6 x 1 hour supervision sessions with a head teacher between March and June 2022. The supervision sessions will take place on-line using Microsoft Teams and so you will be asked to join the sessions from a private space/office, where you can talk freely and where the discussion will not be overheard or influenced by others.

At the end of June 2022 there will be a final focus group lasting 1 hour with the other educational psychologists who have participated in the study. This focus group will be led by myself. Through group discussion, and the use of JamBoards to record some of the discussion, there will be consideration of the effectiveness of the process of the professional reflective supervision you have supported.

The information gathered from the focus group on the process of supervision, will be reported on as part of the research. Both the supervision sessions and the final focus group will be conducted on-line using Microsoft Teams.

It is helpful if you are able to facilitate all 6 supervision sessions and the final focus group, but as with any research, you are free to opt out at any stage should you choose to discontinue your participation. Should you wish to no longer participate, during the study, it would be helpful, with your permission, to continue to use the data you have provided to that point. If you participate in the focus group discussion and then withdraw from the study, your contribution will be removed from the transcript. This will only be possible up to the point of this data being anonymised, as after that, your specific contribution will not be identifiable in the transcript.

The content of the supervision sessions will be confidential to you and your supervisee (head teacher). The final focus group will however be recorded so that information shared, discussion and activities can be considered in detail and coded accurately after the session. To participate, your consent for this focus group session to be recorded is therefore required. The recording will be deleted once the transcription of the focus group has been made. The transcription will not name any individual participant and all personal views and contributions will be anonymised.

What are the possible benefits of taking part?
This study will help us to understand more about how we can support head teachers and if supervision should be part of that support.

What are the potential risks in taking part?
There are no anticipated risks to taking part in this research. The head teachers may raise issues pertinent to them that may be emotionally charged and difficult for them to manage. It is expected that you will have the skills and experience to manage these situations as you do in your regular work. However, any issues can be raised and supported by your own supervisor. None of the questions within the focus group are expected to be upsetting, however if you feel challenged or if the content brings up any strong emotions for you, you can raise these at the time, or subsequently to your supervisor or line manager. At any point you can ask questions, get clarification or opt out of the research if you wish to do so. If you feel at any time that you are overwhelmed, or need to talk to someone, you can contact your own supervisor and/or the Employee Assistance Programme and Spectrum Life at the link here: https://www.highland.gov.uk/staffsite/info/8/health_and_safety

What information is being collected in the project?
Your contact details will be saved for the duration of the research to enable information to be sent regarding the supervision sessions and the focus group and also so that a summary of the findings can be shared at the end of the project. Your details will be shared with the head teacher(s) who you will supervise, so that they can contact you should there be any changes to the arrangements for the supervision sessions.

Summary notes, Jamboards, post-its from the focus group session will be collated and saved to support the write up of the project. This session will be recorded and then these discussions will be transcribed. The transcriptions will be saved securely and may be accessed after the research is concluded.

Who will have access to the information?
Only myself and my supervisor will access the raw data during the research period. On the conclusion of the research, the transcribed summaries of the focus group will be saved securely. This anonymised data may be accessed through Strathclyde University and made available to future PhD students of the supervisor, interested in the subject matter for their own research purposes.

Will my views be kept confidential?
Yes. Your name will not be associated with any specific view. The views expressed in the discussions in the focus group will be summarised for later analysis, but no names will be used in this summary.

Where will the information be stored and how long will it be kept for?
All personal data will be processed in accordance with data protection legislation. Please read our Privacy Notice for Research Participants for more information about your rights under the legislation

The recording of the focus group will be deleted once the transcription is completed and the transcription will be made immediately after the focus group and saved on

my Strathclyde University OneDrive. The data will be anonymised at the point of transcription of the focus group, with initials (not associated with real names), used for each participant and this will be held until the completion of the Doctorate research which is anticipated to be autumn 2022. The anonymised data will then be archived on the University Server so that it can be available to independent researchers in the future if required.

What will happen to the results of the study?
The data gathered from this study will be used within my thesis, submitted as part of my Doctorate in Educational Psychology and may be written up for publication. The anonymised data (focus group transcription) may also be accessed by other researchers interested in this topic in the future, upon application to Strathclyde University. The results will be included in a research project submitted to the University of Strathclyde. The participants will receive a summary of the main findings of the study and offered a copy of the final doctoral thesis. A final workshop presentation has also been offered to participants and the ECO for Education at the end of the study, providing a summary of the findings. No individual comments or views will be attributable to any individual and the main findings will be a summary/collation of the overall themes within the focus groups.

Who has reviewed this study?
This study has been approved by the Education and Learning Service in the Highland Council and the University of Strathclyde School of Psychological Sciences and Health Ethics Committee

What should I do if I have any more questions?
If you have any questions/concerns during or after the research or wish to contact an independent person to whom any questions may be directed or further information may be sought from, please do not hesitate to contact myself or my supervisor. You can also contact the ethics committee at hass-psh-ethics@strath.ac.uk

Researcher contact details:
Bernadette Cairns
Doctoral Student (DEdPsy)
School of Psychological Sciences and Health
University of Strathclyde
Telephone: XXXXXX
E-mail: XXXXXX

Chief Investigator/Supervisor details
Dr Clare Daly
Senior Teaching Fellow
School of Psychological Sciences and Health
University of Strathclyde
Telephone: XXXXXX
E-mail: XXXXXX

If you are unhappy and would like to raise a formal complaint, you can also contact the Secretary to the Ethics Committee at the address below:

School of Psychological Sciences and Health
University of Strathclyde
40 George Street
Glasgow
G1 1QE

What happens next?
If, having read this information, you would like to participate, please sign the consent form to confirm this and return it to XXXXXX
If you have chosen not to be involved in the project, that is absolutely fine. Thank you for your attention and interest thus far.
Thank you

Consent Form for Educational Psychologists

Name of Department: School of Psychological Sciences and Health

Researcher: Bernadette Cairns
Research completed as part of a Professional Doctorate with the University of Strathclyde.

Title of the study: Evaluating the impact of reflective supervision on supporting the wellbeing of head teachers in schools within one Scottish local authority

- I confirm that I have read and understood the Participant Information Sheet for the above project and the researcher has answered any queries to my satisfaction.
- I confirm that I have read and understood the Privacy Notice provided for research undertaken within the University of Strathclyde.
- I agree to my contact details being held by the researcher for the duration of the research so that I can be sent information on the supervision sessions and the focus group I will be attending and also so that I can be sent a summary of the findings on the conclusion of the research.
- I agree to being randomly paired with a head teacher who I will supervise for the duration of the study and to my details being shared with this head teacher so that dates for each session can be agreed.
- I agree that the content of the supervision session will be confidential to myself and my supervisee unless any safeguarding concerns are identified in which case the Highland Council child protection guidance will be followed. (https://hcpc.scot/wp-content/uploads/2020/04/Final-Highland-CP-Guidance-2020-COVID19-VERSION.pdf
- I agree to the focus group session being recorded to aid with data analysis and that these sessions will be transcribed.
- I confirm that I understand how the information gathered in the workshops will be used and what will happen to it (i.e. how it will be stored and for how long).
- I understand that my participation is voluntary and that I am free to withdraw from the project at any time, up to the point of completion, without having to give a reason and without any consequences.
- If I participate in the focus group discussion and then withdraw from the study, I acknowledge that it will not be possible to remove my contribution to the wider discussion.
- I understand that any information recorded in the research will remain confidential and no information that directly identifies me will be made publicly available.
- I understand that anonymised transcripts may be accessed by future PhD students interested in this area of work.
- I consent to being a participant in the study.

(PRINT NAME)	
Signature of Participant:	Date:
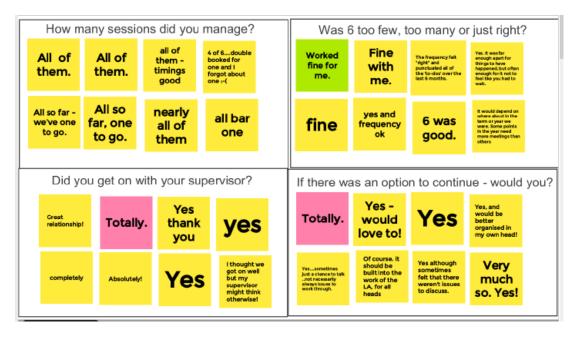
Please send a signed copy to XXXXXX on return or by XX/XX/XXXX

Appendix 16 – Powerpoint for Workshop 3
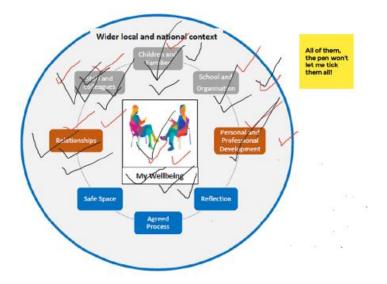
Appendix 17 – Jamboard from Workshop 3

Board 1

How many sessions did you manage?

All of them.	All of them.	all of them - timings good	4 of 6....double booked for one and I forgot about one :-(
All so far – we've one to go.	All so far, one to go.	nearly all of them	all bar one

Was 6 too few, too many or just right?

Worked fine for me.	Fine with me.	The frequency felt "right" and punctuated all of the 'to-dos' over the last 6 months.	Yes. It was far enough apart for things to have happened, but often enough for it not to feel like you had to wait.
fine	yes and frequency ok	6 was good.	It would depend on where about in the term or year we were. Some points in the year need more meetings than others

Did you get on with your supervisor?

Great relationship!	Totally.	Yes thank you	yes
completely	Absolutely!	Yes	I thought we got on well but my supervisor might think otherwise!

If there was an option to continue - would you?

Totally.	Yes - would love to!	Yes	Yes, and would be better organised in my own head!
Yes...sometimes just a chance to talk ..not necessarily always issues to work through.	Of course. It should be built into the work of the LA, for all heads	Yes although sometimes felt that there weren't issues to discuss.	Very much so. Yes!

Board 2

Use the pen feature to tick the themes discussed in supervision (not the blue boxes)

All of them, the pen won't let me tick them all!

Board 3

Use the pen feature to tick to what extent you feel your
wellbeing was the focus of the supervision sessions

1   2   3   4   5   6   7   8   9

Board 4

To what extent were you able to use the space to discuss what YOU brought ?
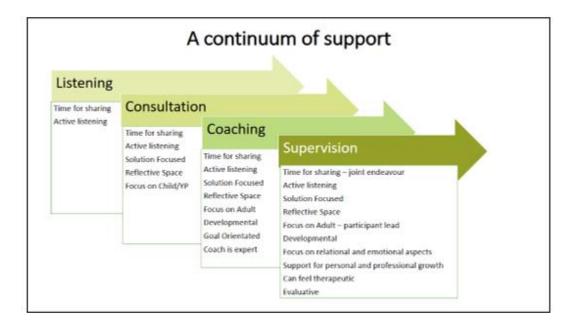
1   2   3   4   5   6   7   8   9

Appendix 18 – Powerpoint for EP Training

The role and function of professional, reflective support and supervision

Welcome and introductions.
Purpose of training – to provide a reminder of what supervision is for and how it can best be practiced, as well as a summary of the research findings from a *Local Authority* study undertaken with local head teachers to advise on a framework we can use in *Local Authority*.

A continuum of support

Listening
Time for sharing
Active listening

Consultation
Time for sharing
Active listening
Solution Focused
Reflective Space
Focus on Child/YP

Coaching
Time for sharing
Active listening
Solution Focused
Reflective Space
Focus on Adult
Developmental
Goal Orientated
Coach is expert

Supervision
Time for sharing – joint endeavour
Active listening
Solution Focused
Reflective Space
Focus on Adult – participant lead
Developmental
Focus on relational and emotional aspects
Support for personal and professional growth
Can feel therapeutic
Evaluative

Supervision is different but how.
Go through the other approaches we use as EPs in supporting HTs and explain the additional components to Supervision.

Definition of Supervision

"Supervision is a joint endeavour in which a practitioner, with the help of a supervisor, attends to their clients, themselves as part of their client-practitioner relationships and the wider systemic and ecological contexts, and by so doing improves the quality of their work, transforms their client relationships, continuously develops themselves, their practice and the wider profession." (Hawkins and McMahon 2020)

There are many definitions used for Supervision. This is the one we have agreed to use within *Local Authority*
Ask for comments. Is this similar to your own ideas on supervision? Are there any statements within this definition that surprise you?
Aim: to gain agreement from participants that they can use this as a working definition.

Activity (10 minutes)

Take some time to think about what supervision means to you, in your own work life and within your team or organisation.

Consider what supervision is, how we can use the space and what happens in the space.

Having done that, think about what supervision is not, the things we should not use that space for and things which should not happen in that space.

Activity in pairs or small groups.
Make sure someone takes notes to feedback to the larger group

Supervision is...	Supervision is not...
• Affirming • About listening and being heard • A distinct professional learning and development tool • A safe space to question and challenge • A structured framework for process and reflection • Supportive • Self-driven/self-owned by participants • Supportive of personal accountability • An exploration of the relationship between actions and feelings	• A performance management tool • Therapy (although it may be therapeutic) • Counselling or an opportunity to practice as a counsellor • Part of the reporting process • A teaching session • A judgement or assessment of practice • Mentoring or coaching • A place for blame

Do groups have anything different to add?
These lists were created from previous groups. Are they complete or does anyone have anything different?
If so – add to the slide.

Supervision can:
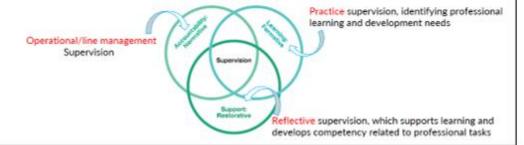
- Improve wellbeing - discuss concerns, alleviate workplace pressures, improve confidence and job satisfaction, by reflecting on achievements and affirming areas of positive practice.
- Support professional practice and reflection - help you develop insight and help maintain and refine your good practice
- Support CPD - identify and respond to any learning gaps you might have.
- Improve outcomes for others - raising practise standards, improve communication, collaboration and teamworking
- Improve work environment and culture - build working relationships and create a culture of honesty, critical appraisal and learning across the organisation.

This is a summary of some of the research on supervision.
Describe and discuss.

Form and Function

"While there is no single or agreed definition of supervision, at its core, supervision is a process of professional learning and development that enables individuals to reflect on and develop their knowledge, skills, and competence, through agreed and regular support with another professional." BPS 2021

Supervision can have different forms and functions, and there are a wide variety of terms used depending on your place of work. These include:

The BPS definition, which we use as EPs for our own supervision considered line management, practice and reflection. Each of these can sit alone or can be merged within a supervision session.
What might be the pros and cons of your operational or line manager providing supervision? Would it change what you might bring to sessions? How can we build trust in a supervisory relationship. Take these thoughts into the next activity

**Activity
(10 minutes)**
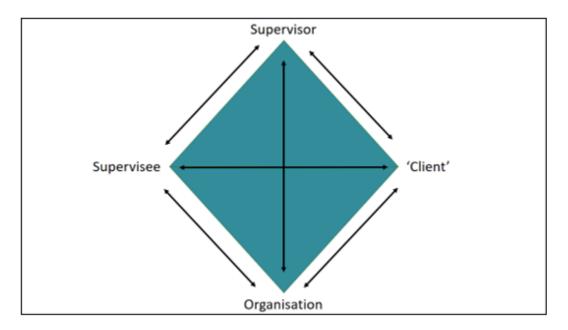
Consider how these three functions have been present, or not, in your supervision to date.

You may find it helpful to consider:
- Whether any of the functions dominated the session.
- Whether any of the functions were absent.
- Which interventions/questions/reflections supported each of the functions.
- Whether you feel more comfortable or less comfortable with any functions in relation to the others, and why this might be the case for you.

In pairs or in small groups, complete this activity.
What might we need to do to improve our own supervision practice?

Supervisor

Supervisee

'Client'

Organisation

Discuss the supervision rhombus and explain the links between each of the groups or individuals that may be 'involved' directly or indirectly in supervision sessions.
Describe how these relationships might affect the sessions?
How can we keen a focus on children and young people?
What are our responsibilities to the organisation we work in or the organisation the supervisee works in?
Who is the client? (anyone/any situation the supervisee brings to supervision?)

Approaches within Supervision

Model	Overview
Functional Interaction Model (Proctor 1987)	Three main functions of supervision: Developmental/Normative and Restorative
CLEAR model (Hawkins & Smith 2006)	Distinct stages in supervision - Contract/Listen/Explore/Action/Review
Solution Focused (Wasket 2006)	Invites and develops supervisee's preferred future for themselves as a professional and in supporting other students/staff/parents

There are three approaches within supervisory models, some more prescriptive than others.
All have something to add.
The Proctor model considers the developmental, normative and restorative functions of supervision. Any session might include some area of development and learning for the supervisee. May provide an opportunity to consider practice and what is acceptable and usual/expected. It may also include some opportunity for the supervisor to repair and rebuild the confidence of the supervisee and to help them understand the motives and reasons for the behaviours of others.
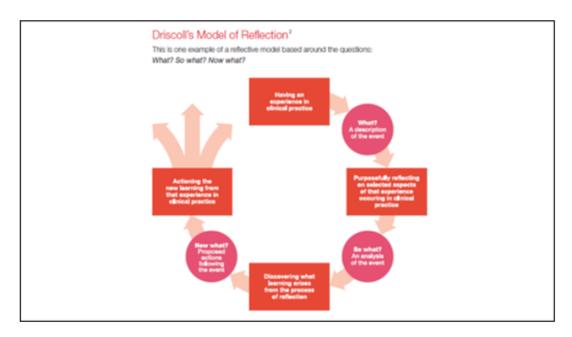
The CLEAR model gives a mnemonic for how we are within a supervision session. It assumes we have a contract in place (will talk about that shortly), that we are able to actively listen to the supervisee and explore what has been going on for them and their feelings associated with then. We can then consider appropriate actions with them to support their development or a resolution to the issue, which can be reviewed and if necessary revisited at the next supervision session.

In *Local Authority*, we are very used to being Solution Focused and taking this approach across our practice. Using solution finding questions in supervision then is a natural next step for us. The usual solution finding questions can be used within this context and for those less experienced in SFA, there is a starter sheet with questions for you to consider.

Reflection at the heart of Supervision
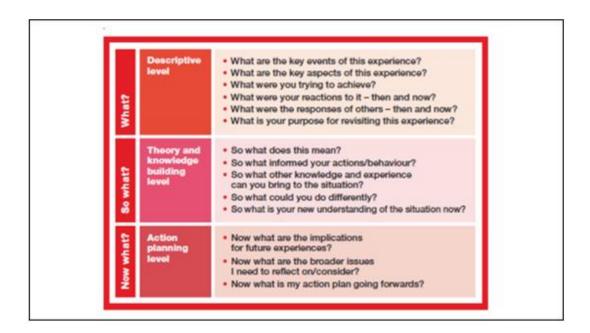
- As a facilitator you need to be able to ask questions that promote reflection, appropriately challenge and support learning.
- You might find it helpful to think of your questions as a set of keys, that you will use to help the participant to unlock the learning from their experience and open a door to a new understanding.
- Using a model of reflection can provide a structure for the questions you might ask.

Of course, reflective practice is the corner stone of supervision and so SFA work well. You might be familiar with some of these well used models of reflective practice and could run these alongside SFAs within a supervision session or across several sessions.

Driscoll's Model of Reflection[2]

This is one example of a reflective model based around the questions:
What? So what? Now what?

Go through this model
Is it familiar?
Could it be helpful to be aware of within supervision, either your own supervision of when acting as a supervisor to someone else?

What?	**Descriptive level**	• What are the key events of this experience? • What are the key aspects of this experience? • What were you trying to achieve? • What were your reactions to it – then and now? • What were the responses of others – then and now? • What is your purpose for revisiting this experience?
So what?	**Theory and knowledge building level**	• So what does this mean? • So what informed your actions/behaviour? • So what other knowledge and experience can you bring to the situation? • So what could you do differently? • So what is your new understanding of the situation now?
Now what?	**Action planning level**	• Now what are the implications for future experiences? • Now what are the broader issues I need to reflect on/consider? • Now what is my action plan going forwards?

Go through this model

Is it familiar?

Could it be helpful to be aware of within supervision, either your own supervision of when acting as a supervisor to someone else?

Gibbs Cycle of Reflection

Go through this model.

Is it familiar?

Could it be helpful to be aware of within supervision, either your own supervision of when acting as a supervisor to someone else?

Johns Model of Structured Reflection

- Focus on a description that seems significant in some way
- What particular issues seem significant to pay attention to?
- How were others feeling?
- What made them feel that way?
- How was I/were you feeling? What made me/you feel that way?
- What were the consequences of any actions taken?
- How does this situation connect with previous experience?
- How might I/you respond in the future?
- What might influence how I/you might behave in the future?
- How do I/you NOW feel about this experience?
- What have I/you learned from this experience

Go through this model. It is less well known, but does provide a step-wise approach to structuring a reflective conversation.

If you are not familiar with this model, could it be helpful when acting as a supervisor to someone else? Or maybe even for use within other times?
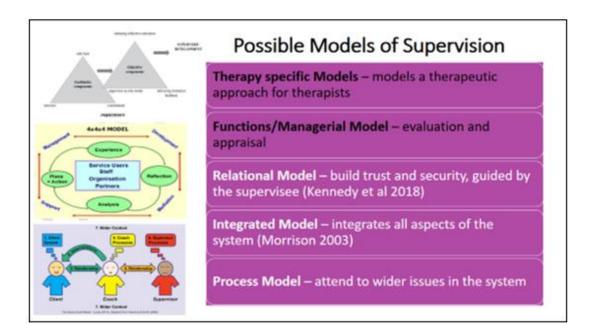
Activity: Practice in Reflection (40mins)

- In quads, allocate roles:
  - Supervisor
  - Supervisee
  - Supervisor observer
  - Supervisee observer
- Supervisor will choose one of these three models as a guide and support the reflection of a colleague on a specific issue they are happy to share.
- You will have 10 minutes to lead the reflection and then 5 minutes of feedback from the 'observers' to the 'supervisor' and 'supervisee'.
- Supervisor and supervisee will then change roles and observers will switch.
- Take a further 10 minutes for the new supervisor to lead the reflection using a different model and then 5 minutes for feedback from the observers.
- Take a further 10 minutes to discuss the models of reflection and your practice.

Instructions are on the slide.

This activity will provide an opportunity to use one of these models in a mock supervision session. Only 2 of the 4 will have the opportunity to act in the role of supervisor, so consider who this might be. There is a further opportunity for the observers in this activity to play a different role, so don't worry, you will have a go at each role eventually.

Observers should use the observation sheets relevant to the roles they are observing, to structure the feedback they provide.

Possible Models of Supervision

Therapy specific Models – models a therapeutic approach for therapists

Functions/Managerial Model – evaluation and appraisal

Relational Model – build trust and security, guided by the supervisee (Kennedy et al 2018)

Integrated Model – integrates all aspects of the system (Morrison 2003)

Process Model – attend to wider issues in the system

So we know that reflecting on practice is a core feature of supervision, but there are various Models used, in addition to the functions performed within this process.

There are 5 basic models, but lets reduce this to 3 by removing the managerial/oversight model and also removing the model used in training therapists. Neither of these are what we are talking about here.
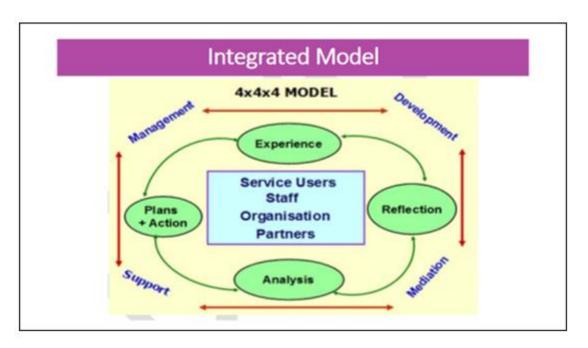
So that leaves 3 main models described in the literature: The Relational Model, the Integrated Model and the Process Model.

Lets go through them one at a time.

The Relational Model

initiating reflective education

safe base

Facilitative components

Educative components

SUPERVISEE DEVELOPMENT

supervisor as role model

delivering formative feedback

structure

commitment
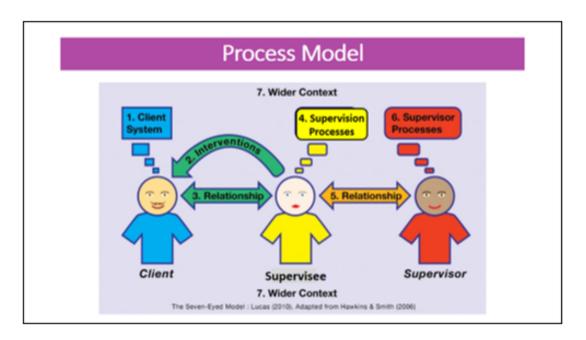
This model draws on our knowledge of the benefits of providing a safe base for reflection and support. Where trust can be built and attachment behaviours understood. These facilitative components to supervision, can then enable the educative components, where the supervisor acts as a role model to the supervisee, delivering formative feedback on the practices shared and demonstrating the skills of reflection, understanding and support. Through this process, the supervisor is able to add to the development of the supervisee.

Integrated Model

4x4x4 MODEL

Management
Development
Support
Mediation

Experience

Service Users
Staff
Organisation
Partners

Plans
+ Action

Reflection

Analysis

The integrated model is one often used in social work. It is all encompassing as a model and you can see how it might work if discussing cases and caseloads within a professional or managerial context. The service users/clients and the organisation are central to this process and ensuring their needs are met is often what the supervisor will be focusing on.

In meeting these needs, the supervisor will support the supervisee to share their experiences and reflect on practice while analysing any tricky situations and making plans for future actions they might take to move on 'stuck' situations.

The supervisor is often a professional lead or a team manager and so will undertake a management function, as well as taking a supportive and developmental stance with the supervisor at times. In some situations, where there are issues within casework, the supervisor may also have to mediate situations to support the supervisee.

Process Model

7. Wider Context

1. Client System
2. Interventions
3. Relationship
4. Supervision Processes
5. Relationship
6. Supervisor Processes

Client   Supervisee   Supervisor

7. Wider Context

The Seven-Eyed Model : Lucas (2010). Adapted from Hawkins & Smith (2006)

This process model is sometimes called the '7 Eyed Model' as it is considered that the supervisor needs to keep an eye on 7 different aspects within the supervisory process.

The supervisor needs to know and understand the world of the supervisee and through the supervisor, know and understand the client. They need to be aware of the relationship between the supervisee and also that between themselves and the supervisee and consider any unconscious biases or blind spots that might be impacting on these relationships. There may be things going on for the supervisee that are impacting on their practice or judgement right now and there may also be things going o in the personal or professionals life of the supervisor and so being mindful of how they are making judgements within the supervision session is important. Finally, the supervisor will be aware of the bigger picture, of the needs of the organisation and of wider social or political aspects that may be having an effect on anyone or any wider organisation involved in this process.

This may seem a complicated model, but is generally the one most familiar to EPs.

Activity – Practice using the 7 Eyed Model (45 minutes)

- In quads, a different 2 colleagues will take the roles of supervisee and supervisor. The other 2 will be the observers – one for the supervisee and one for the supervisor.
- The supervisor will use the template for the 7 Eyed Model and consider the various individuals within a work scenario described by the supervisee (10 minutes + 5 minutes feedback)
- The supervisee and supervisor will change roles and the two observers will switch.
- The new supervisor will then use the same model to tease out what might be going on in a different scenario as described by the new supervisee (10 minutes + 5 minutes for feedback)
- Take 10 minutes to discuss your views on the model

Because this is the model most often used by psychologists, it may be helpful to use this as a model for a further supervision practice. This time, the previous 2 observers will now play the role of supervisee and supervisor.

Observers should use the observation sheets relevant to the roles they are observing, to structure the feedback they provide.

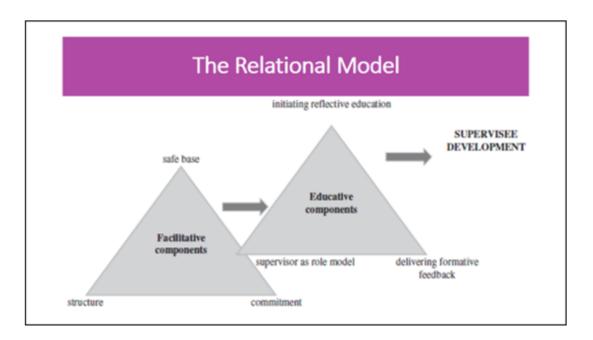**Starting a Session - Supervision agreement/ Contracting**

The supervision agreement/contract is the working agreement between the supervisor and the supervisee. It ensures transparency and security in supervision. It is an agreement that helps to clarify:

- The responsibilities of both parties and their shared responsibility for the process;
- Expectations of supervision;
- Boundaries and how confidentiality will be addressed;
- How difficulties might be handled and
- Practical arrangements.

At a minimum, the agreement will outline:

- The purpose of the supervision
- The regularity, duration and location of each session
- Under what circumstances it is acceptable to cancel a supervision session
- How records will be kept and by whom
- How confidentiality will be maintained and the circumstances under which confidentiality will be broken
- How the supervision will be reviewed and evaluated,
- How the supervisory relationship could be ended.

Having considered the processes at play within a supervision session, now lets consider the wider processes that support supervision for practitioners.
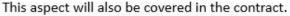
The contract is the thing that makes supervision feel a little different to other processes, but it is something that can establish a commitment to the process and can start to build trust ad some formality to the sessions. When contracting, it is useful to consider around 6 sessions initially as this has been found to be a reasonable number to see some change and improvement.

Starting a Session - Preparation

Why is it important?
- It enables the reflective process to begin prior to the session, promoting the best use of time.
- It helps the session become more powerful in relation to the outcome possibilities and depth of reflection.
- It increases the likelihood of the session feeling useful and worthwhile and so improves motivation.
- It models and communicates a high level of commitment

Both supervisor and supervisee should be prepared to make the best use of the space and the support being provided.

Starting a Session - Confidentiality

- Supervision can feel challenging because it requires us to share of ourselves and can lead to feelings of vulnerability
- Its important to trust that the feelings and experiences you bring will be treated with respect and confidentiality.
- What is said in supervision stays in the room unless:
  - All involved agree that a specific issue or learning point can be shared.
  - Disclosure relates to harm or risk of harm to any individual.
  - Contravention of law, professional code of conduct or local policy comes to light.
  - In exceptional circumstances supervisors will have to share disclosures with their own supervisor when they need advice or support.

This aspect will also be covered in the contract.
Maintaining confidentiality is crucial and essential as a way to build trust in the supervisory alliance.
There are caveats to this, which would be expected, but these describe only very exceptional circumstances.

Record Keeping
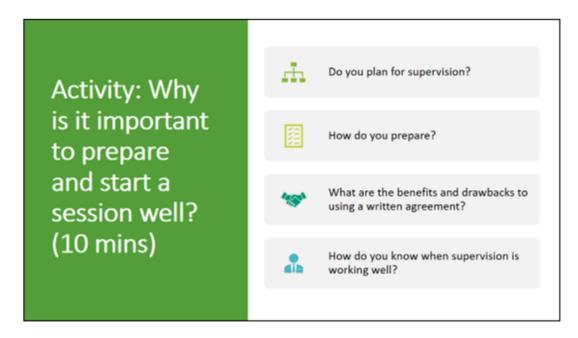
- Keeping records can help you
  - Revisit your discussions, reflections and action points over time.
  - Provide evidence that you have participated in supervision
  - Document any agreement to take anything out of a session
- Records should include:
  - Time and Date
  - Names of facilitator and participants in the session
  - A general outline of the issues discussed, actions planned and outcomes.
  - Any general themes emerging from the session

There is a recommended record keeping format, which is very simple and will be shared. Ideally however both supervisee and supervisor will maintain their own records. The supervisee may find these useful in reflecting on practice and reviewing progress over time. The supervisor may use then to review with the supervisee progress on agreed actions from earlier sessions, or to remind them to return to an issue from an earlier session.

Activity: Why is it important to prepare and start a session well? (10 mins)

- Do you plan for supervision?
- How do you prepare?
- What are the benefits and drawbacks to using a written agreement?
- How do you know when supervision is working well?

In pairs or small groups.
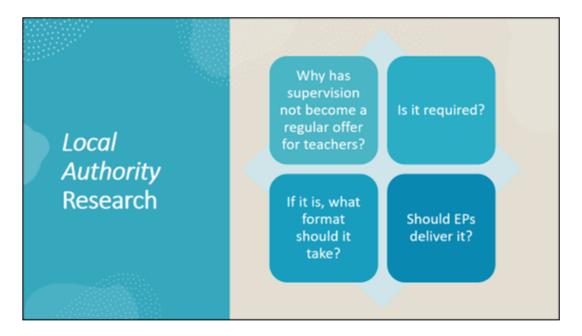
Phases of the Supervisory Relationship	
Developing Phase	**Mature Phase**
Clarifying Relationship	Understanding connections among theory, research and practice
Establishing contract	Increasing social bonding. Consolidating knowledge in evidence-based practice
Supportive process	Developing skills of case conceptualisation. Decreasing need for direction from supervisor
Developing competencies	Increasing self-confidence and self-efficacy. Increasing reflection on professional role
Developing intervention plans	Confronting personal issues as they relate to professional performance

Adapted from *Supervision Essentials for a Systems Approach to Supervision* by E. L. Holloway 2016 (p 19) by the American Psychological Association.

The supervisor/supervisee relationship is not always the same. There are changes that occur in the relationship that are co-dependent on both parties. There may also be changes that occur as the supervisee grows and develops over time.
Go through the process from developing a relationship, to being in a mature relationship, as outlined on the slide.

Activity – Barriers to Successful Supervision (10 mins)

- Consider the reasons why people might not want to engage in supervision?
- What are the barriers?
- What could go wrong?

Local Authority Research

Why has supervision not become a regular offer for teachers?

Is it required?

If it is, what format should it take?

Should EPs deliver it?

Some local research on supervision was undertaken with a group of 12 head teachers and 9 educational psychologists in 2021-22. The research was looking at these 4 questions.

Some Research Findings for Supervision in Education:
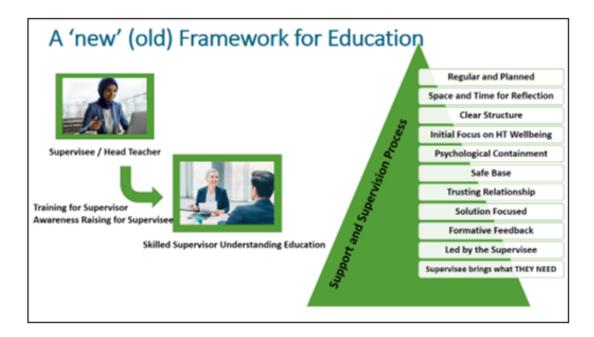
- Wider role of HTs over recent years has led to stress and compassion fatigue (Lawrence 2020, Breslow 2015, Richards 2012)
- There is a greater emotional load on teachers (Ravalier and Walsh 2017)
- Head teachers don't have the same structural frameworks afforded other professional groups
- 49% of children with MH needs turn to teachers for support (NHS 2018)
- 'Emotion Work' is not as valued as other forms of academic support (Hochschild 1979, Morris and Feldman 1996, Skilbeck and Payne 2003)
- An increasing number of teachers leaving the profession year on year (Des Clayes 2017)
- Teachers need time for reflection and systemic change to enable this (Lawrence 2020, Watt 2020)
- Supervision can provide containment for teacher stress (Halusi and Maggs 2015)
- It can support teacher wellbeing and contain anxieties (Lawrence 2020)
- Supervision is associated with job satisfaction, commitment to the organisation and staff retention (Reid and Soan 2019)
- Supporting staff wellbeing in this way could therefore have a greater level of benefit across the school (Glazzard and Rose 2019, Cimen and Ozgan 2018)

The research was based on some wider research findings about the potentially supportive role of professional reflective supervision on head teacher wellbeing.

Wellbeing

- HTs feel some responsibility for the wellbeing of their whole school community
- HTs often feel that they can't be honest with how they really feel
- They support others to their own detriment
- HTs frequently take home stress – it impacts on their personal and professional lives
- Informal support and being listened to by colleagues is invaluable, but they don't always want to 'burden' others who are also busy
- Time for reflection would be helpful
- Supervision would be welcome, especially in small and rural communities
- This support needs to be offered by someone whose job it is.

In looking at head teacher wellbeing with this small group, they indicated very strongly that there were aspects of their jobs that were highly stressful and they often took this stress home with them as there was no where to 'leave' it and no one to share it with. They felt they had good collegiate support from other HTs, but this could often deteriorate into a moan and wasn't always helpful. Other HTs didn't have the insights or knowledge to support them at times either and they often felt guilty taking up their time anyway, as lack of time was a major issue for them all.

A 'new' (old) Framework for Education

Supervisee / Head Teacher

Training for Supervisor
Awareness Raising for Supervisee

Skilled Supervisor Understanding Education

Support and Supervision Process

- Regular and Planned
- Space and Time for Reflection
- Clear Structure
- Initial Focus on HT Wellbeing
- Psychological Containment
- Safe Base
- Trusting Relationship
- Solution Focused
- Formative Feedback
- Led by the Supervisee
- Supervisee brings what THEY NEED

Over a series of workshop discussions the HTs came up with a model that drew on a number of aspects of what we have been considering today. But interestingly, they didn't like any of the models presented in their entirety and felt that they needed something different to support them in their roles within schools.

They believed that there was a role for supervision in their professional lives and as it transpired, very few knew that this was a possibility in education or that other professional groups received this.

They would like supervision to be a regular, safe space where they could take emotionally charged issues they were 'stuck' with and talk them through with skilled practitioners who understands psychological containment and solution focused approaches.

The supervision should be delivered by people who know the education system, who can maintain a focus on head teacher wellbeing and ensure that the content of the supervision sessions are led by the head teachers themselves.
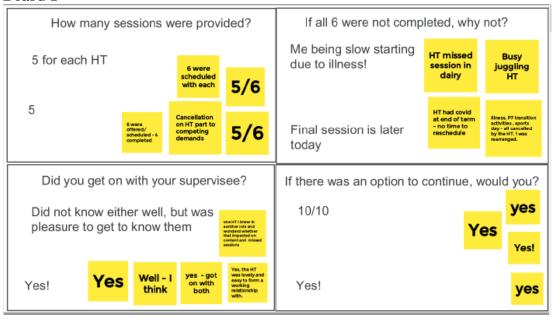
The Framework the head teachers described is depicted in this infographic. Rather than be restricted by a tightly defined model, they felt some critical underpinning principles would be more effective and would allow a range of approaches to be used by the supervisors.

One of the main principles is that the central focus must be the wellbeing of the supervisee. Supporting head teacher wellbeing they believe will enable better outcomes to be achieved for the children, family and staff that they support. These sessions would also include opportunities for professional development.
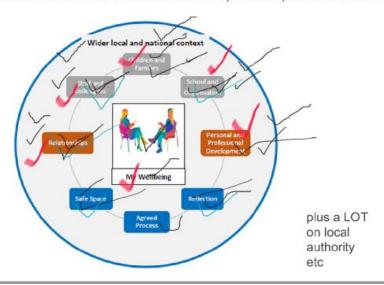
Appendix 19 – Jamboards from Workshop 4

Board 1

Board 2

Board 3

Use the pen feature to tick to what extent supporting wellbeing was a feature of the sessions

1   2   3   4   5   6   7   8   9

would be 10 but sometimes it was proxy discussion of wellbeing of others and indirectly about HT

Board 4

To what extent were the topics/themes of the sessions driven by the supervisee?

1   2   3   4   5   6   7   8   9

Appendix 20 – Supervision Contract

SUPERVISION CONTRACT
between a facilitator/supervisor and an individual participant/supervisee

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We each agree:
- To meet at regular prearranged intervals for one hour.
- We will prioritise the sessions and inform each other as soon as possible if attendance is not possible and arrange a following meeting.
- We will meet for six sessions and then review.
- The focus can be on any aspect of the supervisee's work.

My role as a supervisee is to:
- Uphold ethical guidelines and professional standards with the aim to ensure and improve quality practice.
- Build a working relationship with you.
- Attend supervision sessions that we organise punctually.
- Help you to identify my goals and agenda for supervision.
- Be open to feedback, change and consideration of alternative/improved methods of practice.
- Endeavour to complete tasks that we have agreed in each session.
- Be open to you helping me build my confidence, capabilities, and skills in my work role.
- Express my thoughts and feelings about supervision and to give feedback to you.

I have read and agree to the aims and objectives of supervision, which includes the guidelines on confidentiality and record keeping.
This contact can be reviewed at any time upon my request to you and it will be reviewed every six months.

Name: _____   **Date:** _____
Signature: _____

My role as a supervisor is:
- To oversee the practice, you share with me.
- Build a working relationship with you.
- Attend supervision sessions that we organise punctually.
- Help you to identify goals and the agenda that you bring to supervision.
- Offer appropriate challenge and give constructive feedback to help you improve practice.
- Assist you to acquire knowledge and skills to use in your practice.

- Support you in your personal and professional development.

I have read and agreed to the aims and objectives which includes the guidelines on confidentiality and record keeping.

Name: [ ] **Date:** [ ]

Signature: [ ]

Based on Cassedy, P (2010) *First Steps in Clinical Supervision; a Guide for Healthcare Professionals* pp, 42-43. Open University Press

Confidentiality
Confidentiality between both supervisor and supervisee will be strictly maintained in order that it will not be breached outside of the session unless otherwise agreed by both parties.
All issues discussed will be in confidence, unless there is anything disclosed that poses a significant risk to the wellbeing and safety of the supervisee or is detrimental to others, professional practice, the team, or organisation.
In the event of disclosure that constitutes malpractice or places others or the organisation at risk, action will be taken to inform the relevant line manager.

Record Keeping
A brief record of the supervision session will be maintained by the supervisor for the purpose of reflection on each session. The supervisee should take their own notes as appropriate and as deemed helpful to them.

Other Notes
- In the event of the supervisory partnership being ineffective or any difficulties arising, either party can choose to terminate the contract after full discussion and agreement of both parties.
- In the event of termination of a supervision contract it is the supervisee's responsibility to approach and agree an alternative supervision contract should they wish one.

Appendix 21 – Transcription of Workshop 3

Transcription - Recording of Workshop 3 on 17 June 2022 14:00-15:30
Participants - 8 Headteachers/SMT (identified by HTX)
Researcher - identified as B
Checked by TEP – 0.1% error rate (12 words corrected)
95.6% initial Inter-rater reliability achieved – full agreement in relation to coding of document following discussion

Introduction
Powerpoint Slide 1
Thank participants for agreeing to be part of this research and for joining the workshop today. Remind them of the title of the research study and that this is the third workshop they have agreed to participate in and recoup briefly on what the previous workshop topics were. Remind participants that they can opt out of the study at any time. Check that they all wish to continue with the workshop. Explain there will be some responses required via a JamBoard (link placed in the chat), but also group discussion, similar to the format for the previous workshops.

Start recording

Powerpoint Slide 2
B
So, I had wanted first of all to just have a think about how the supervision sessions have gone and so the questions on the Jamboard are structured to cover the model that we kind of proposed. So, you've got the diagram there of the model that we proposed the last time we met. And I'm interested in what aspects of that model were recognisable in your supervision. You said that you wanted to focus on things that were pertinent to you. And I'm interested to know if that happened. And you also wanted the focus to be on wellbeing and so I'm interested in whether that happened. And then, did the model need tweaked and changed.

So, can everybody get the Jamboard up? Can you see the Jamboard? Can you kind of log into it or do I need to share it? If you click on the chat. I've put a link to the JamBoard in the chat. *(all participants acknowledging they can access the JamBoard)* Brilliant, because it's just easier I suppose for you if you can see that.

(JamBoard accessed by everyone)

So, there's 4 quite closed questions there. And the reason I wanted to do this on the Jamboard was that this means that then, I don't know who you're talking about then, so it can be quite anonymous. So, I'm interested in, if you managed all of the sessions or if you managed 4 of the six or three of the six because I know that some people had some difficulty and had to cancel at the last minute and that's absolutely fine. And then if six were too few or too many. And really what I'm interested in

there was that frequency - kind of one a month. Does that feel about right if we were offering supervision or was it too frequent or was it not frequent enough? And just generally did you get on with your supervisor? You know - I chose the supervisors for you at random. The only thing was it was people who you hadn't worked with before. So, I tried as far as possible to allocate people on the basis of you not knowing them. Nobody having any preconceived ideas or relationships already. But did you get on with them because there's quite a lot written up about the supervisory alliance and the importance of having positive relationships. And then, if there was an option to continue would you want to. That's a bit like would you to recommend it to your friend. Like a general idea of whether it's something that we should pursue further in *(this local authority),* just as a general response to that. And you can say no, because for some people it might not have been a useful situation. It might not have been helpful. You might not have required it in the first place. So, it's absolutely fine to see no. I'll not take Umbridge against you or anything.

(Responses entered on the JamBoard by participants)

RESPONSES FROM BOARD 1

Q1 How many sessions did you manage?
5 participants managed all 6
- All of them x 3
- All so far – we've one to go x 2
2 participants managed 5 out of 6
- Nearly all of them
- All bar one
1 participant managed 4 out of 6
- 4 of 6…double booked for one and I forgot about one

Q2 Was 6 too few, too many or just right?
7 of the participants felt the frequency was right:
- Worked fine for me
- Fine with me
- Fine
- Yes and frequency OK
- 6 was good
- The frequency felt "right" and punctuated all of the 'to-dos' over the last 6 months.
- Yes. It was far enough apart for things to have happened, but often enough for it not to feel like you had to wait.
One of the participants wondered whether the frequency might vary dependent on the time of year:
- It would depend on where about in the term or year we were. Some points in the year need more meetings than others

Q3 Did you get on with your supervisor?

All of the participants agreed with this statement:
- Yes x 2
- Yes thank you
- Absolutely
- Totally
- Completely
- Great Relationship
- I thought we got on well but my supervisor might think otherwise!

Q4 If there was an option to continue – would you?
All of the participants agreed with this statement:
- Yes
- Yes – would love to
- Totally
- Yes, and would be better organised in my own head!
- Very much so. Yes!
- Yes although sometimes felt that there weren't issues to discuss.
- Of course. it should be built into the work of the LA, for all heads
- Yes....sometimes just a chance to talk ..not necessarily always issues to work through.

Okay and then the next board – again, now I tried this last night and I could get the pen to work, to tick, so hopefully you can use your track pad or your mouse to be able to just tick. There are some things that we said we thought it would be helpful to discuss and those are the things that are in the grey and the brownish box and also wellbeing in the middle. So, relationships, staff and colleagues, children and families, school and organisation, and personal and professional development and then wellbeing in the middle. So, ignore the blue boxes. But can you use the pen feature at the top there in terms of the options on the left-hand side, just to tick whether these topics came up in your supervision discussion. And it's OK if they didn't, but I'm just interested in whether we kind of guessed right, I guess, about the topics that came up and tick as many as apply. That would be just grand. Thank you.

I love how our ticks all look like three-year-olds have done them whenever we use that pen facility.

(Responses entered on the JamBoard by participants)

RESPONSES FROM BOARD 2

Tick the themes discussed in supervision:

Theme	No of Responses
Relationships	6
Personal and Professional Development	4
Staff and colleagues	6

Children and families	5
School and organisation	6
Wellbeing	3
"Plus a lot on local authority etc"	1

Okay, has everybody had time to do that. yep? So, the next board then. The third one. Again, just using the pen feature, just tick to what extent your wellbeing was the focus of the supervision sessions. So, this was the big thing that we talked about, but I know informally from just some of the conversations I've had with folks, it's not been necessary for some, and it's been more necessary and more helpful for others. So just our usual scaling. On a scale from one to 10 where one is 'No, we didn't talk about wellbeing at all. It wasn't a feature at all' and ten being, 'Yes, every single session, wellbeing was the main feature'. Where do you think wellbeing kind of featured around the conversations that you were having in your supervision sessions?

(Responses entered on the JamBoard by participants)

RESPONSE TO BOARD 3

To what extent you feel your wellbeing was the focus of the supervision sessions

Scale	1	2	3	4	5	6	7	8	9	10
No of Responses	0	0	0	0	1	0	3	0	1	3

Okay, and the last board …One of the things that we said was that you wanted to discuss the things that you brought. So, there wasn't agenda. There wasn't an agenda by anybody else. So, the same thing. One would be if somebody else set the agenda. You never got to discuss what you wanted to discuss. And ten is, yep, every single time it was my agenda and that's what we were discussing.

(Responses entered on the JamBoard by participants)

RESPONSE TO BOARD 4

To what extent were you able to use the space to discuss what YOU brought

Scale	1	2	3	4	5	6	7	8	9	10
No of Responses	0	0	0	0	0	0	0	0	1	7

Okay. Thank you for that. That's really helpful.

Coding for Themes for the general discussion

Timing and time commitment	Supervision wasn't always available when I needed it. Using supervision to support time to reflect around specific topics/tasks that needed completed Having other things demanding your tie and
Building Relationships between supervisor and supervisee	Getting to know your supervisor at the outset Building trust
Having challenging conversations	Being able to have deep conversations about issues that challenge
Being Supported	Feeling supported by the supervisor Confidential space to discuss emotionally charged issues
Planning and preparation	Finding a distraction free time in the diary to keep for supervision sessions. Training, knowledge and understanding of supervision
Skill of the supervisor	Flexible, Containing, supportive, psychological skills, listening skills, able to build coherence, perspective taking, suggestions for action, objective, etc.
Time to reflect	Space to be able to consider, discuss and reflect
Should it continue and Who should do it?	

B
So, in terms of the model then. Does the model need tweaked or changed? If we were moving forward in *(local authority)* with a model of supervision. Would this model kind of suit? or do you feel looking at it now, having experienced the sessions, that we really should swap out some things or we should move them around or do something different. Is it still fit for purpose, I guess?

HT8
I found it…I found it a bit sometimes…..Are we meant to be speaking?

B
Yeah, yeah, yeah, sorry.

HT8
I found it a wee bit ……you know that way like you have like a ……like you're having a rubbish week. Which is every week. But there's like, by the time you were

speaking to someone you're kind of like…. you've got over that. So, you were then sort of like … you might reflect back on that or you, you just chat about something else, and it would take you onto something else. But I don't know how you get over that because you're not always gonna have someone right there, you know, just because you're having a bit of a crisis and you could do to bring up that point right there and then. So sometimes I would be thinking, crikey, I really needed to probably speak to someone yesterday. I really did have, you know, something that I could talk through. And then, you know, I'm actually over it now. Maybe because I had a Thursday and by the time I'd got to Thursday, I was kind of like looking forward to Friday. I don't know. But yeah, so that was the only thing. Sometimes I was kind of like, I'm never short of something to say, and I wasn't, but I… there was times where I think there would have been, you know, I could've talked about something but actually I was over it and probably wasn't wanting to go near that again. You know, so I don't know how you get over that.

B
Yeah. No that's helpful feedback HT8. Thank you.

HT7
Can I jump in there?

B
Yeah. Please.

HT7
For me the getting to know the person that was supervising me was eh…. That was integral to the process. And it wasn't until, you know, there was a relationship built up, and that degree of trust and understanding. Then it's em….it just, if you want, evolved generically in its own direction and that. That, had to happen right at the start of the process because if it hadn't happened then it wouldn't have been a good use of my time or of the supervisor's time either. And I think for me the most important thing was that I was paired up with someone that I was able to develop that relationship with and that's really key and crucial because if that doesn't come out of it then, you know, we'll just be having a polite conversation. As it was, we got into the nitty-gritty more than once and it was just massively useful. 100%. And the only other thing, I mean, this is just a general thing. When we started the process, being seen by a 'supervisor'. I was a wee bit - I'm being supervised, what have I done wrong? And it's, I'm sorry, it's the retentive English teacher coming out. You know words mean things and I wasn't supervised at all. All that happened was I was supported all the way through. Completely supported. But absolutely. That's what the process for me was. It was about support and yes it was on point.

B
What would you call it HT7? Because we went, or I decided to go with continuing to call it supervision because that's what it's called in the research and in the writing. But you're right, there are real connotations around that word. And I guess if we

were going forward with it in *(local authority)*, we would have the option to call it something different. What would be a better name?

HT7

Well for me it was professional support. That was it.

HT8

I like support and supervision. I like…. Cos I've always kind of known it like that. So em, but yeah, professional support.

B

Any other takers? Anything else that you think?

HT6

You know it was helpful to think around about when we were looking at planning the 'when' of the sessions to think around about things that perhaps we're coming up in the diary that I knew that I was maybe going to need a bit of reflection time or space either in preparation for, or reflection after. I think that flexibility of the person that I was paired with for supervision was great. To be able to actually then, you know, to look at that. And also, I think that the flexibility in terms of the protected time within the diary as well for that. And being able to think around about a time where, you know, neither of us would be distracted or our time would be taken away. And I think, yeah, the person I was paired with was superbly flexible and just really positive each session which helped hold me too around about it even when you felt like you were in the depths of despair sometimes.

B

So, in terms of our model, the bits at the bottom that we talked about - reflection and having an agreed process and a safe space. Do you think HT6, those aspects that you mentioned there about flexibility and time, protecting time, are they important to put in there?

HT6

They were for me.

B

Yeah. OK. That's helpful. HT5, you were gonna say something around the model

HT5

Yes, just from my own experience. It's a lot of what's already been said. I probably agree with HT7 in terms of the terminology. I think I said maybe at the introduction, I know, my sister works in social services. I know it's a term I've heard her use. My experience was really positive too, although I have to confess, I was the one that put down that I'd only managed four out of the six, because I forgot about one of them. And I was hugely…. I felt really bad. I'd just got caught up. Like HT6, we'd agreed…. My colleague was somebody that I did know very briefly from a time on secondment, but not greatly, so I would agree again with HT7, that connection, we

got fairly quickly. We had a wee, a wee reminisce and then we were able to kind of focus in, and we had agreed slots in the calendar. For me, the end of the day, you know 4 o'clock. I thought I'd be clear of things and most of the time I was. But one day I just got caught up and it wasn't until I got back to my desk. So,. But I think because we had that relationship there, we were, we were able to work that through and I was offered another time which was lovely. And I kind of put in my reflections as well that it was a bit of a kind of sounding board. It was that reflection that HT6 talks about. And I was really…. sometimes it just felt…. I wasn't having a moan…. I've ticked wellbeing. All of mine were around wellbeing. Not mine, necessarily, my wellbeing, although the impact that some of the issues… were on my wellbeing, but it was about colleagues are their wellbeing and how they were interacting, and I thought my kind of colleague was very quick to get to the nub of things. I thought their listening skills were phenomenal because they just managed to very quickly in that time, get a sense of what was going on and just throw a couple of things in. Some of the things I kind of knew I suppose but it was really good to see somebody completely outwith, doesn't know who I'm talking about and able to give just another perspective. And sometimes maybe just kind of confirm where I think maybe I needed to go with things. So, it kind of fills the circle I think from the discussions we had very earlier on, about what we were looking for this as a process. And I just, yeah, it's been a great opportunity. Something we've talked about for a wee while and it was just, it was really good. But I felt really bad that I missed one. Because, you know, it's precious time I think for both folk, but yeah.

Powerpoint slide 3

B
Okay. In terms of the supervision sessions then, let's get into some of that nitty-gritty that you've started to kind of talk about. What worked well for you? Sorry HT7, you've got your hand up

HT7
Yeah, no, it was just on the back of something HT5 said there. And the value of having someone with a slightly different perspective. I'm not being trite, but you know, you realise, well, I'm not actually losing my marbles and what I'm going through is actually quite normal. So, that was really useful for that. Because some of the stuff that we go through you actually think you don't know what's going on and having someone with an outside perspective saying well actually, this is what's happening. You're responding in that way and you're responding for that reason. That was, that was gold dust, that's all it was.

B
Ah, that's great. That's really nice feedback. So, hold onto that in terms of kicking us off on what worked well. So, it sounds as if that explanation, or a wee bit of information around what was going on for you is something that worked well for you. What else worked well for folks? In the time-honoured way, we're going to do the 'what didn't work well' as well, so don't worry about that.

HT9

As the sessions developed, I started to try and take the time for me, which felt slightly indulgent!

HT6

There was something. There was a couple of things for me I've reflected on for this one. So, one of them was around about when there were circumstances that I was talking through that I felt that were challenging me, and I was talking through some of the ways that I'd started to already, you know, maybe look at resolutions. The person I was paired with was able to reflect that back onto me around about the journey that I'd been on so far. So, you know, again like what HT5 said, the ability to have that deep listening to really interrogate against where it was. But then start to reflect back around about where she could see where I was, or who else was involved in that situation which I think was quite helpful for the perspective element of it. The other thing that I really relished from the partnership that I was with was the personal development element. You know, she, em, continually sort of followed it up with things that I might be interested in, you know, following that, in terms of bits of discussion. So, whether it was an article, or whether it was you know, something that they'd read or a link to something. It was just quite helpful around about following that up and again, I felt that that was then, you know, something for me to then focus on in between the sessions and then, you know, bring that back. And it almost felt like the sessions had a bit more in terms of a continuous rather than it just being a sort of stop-start conversation and you know a fresh start every time. But it felt like they took an active interest in things that I was rumbling with before and came back through.

B

Yes, that's helpful. Thank you. Anything else that worked well for folk?

HT5

Sorry, I didn't realise you were going on to that so probably just some of the things in terms of your notes and recording would be, just around that listening, Just I suppose to echo what HT6 has said. Impartial I suppose as well. You know, I didn't feel at any point. As HT7 said there, that this was unusual. It was kind of normal. I think conversation flowed really well. It just felt a supportive and confidential space. Because a lot of mine were very, kind of staff…were very personal things about colleagues. So, for this to work, you know, there was at no point did I feel you know that I couldn't divulge you know information in that kind of safe space because that was all agreed at the beginning and certainly as HT7 said, that whole relationship. That is really critical because otherwise there's no point in doing this process if you're gonna hold bits back. So that they were able to get a kind of full sense of what was going on.

B

Yes, absolutely.

HT10

Having space to think and reflect with someone asking probing questions to help with this worked well for me, although there were days I had less to talk about.

HT7

Sorry B, just a bit more to add. You know, in the most basically, practical way I can put it, you know, I've never had insights or analysis of stress that I was able to get through the process. That… it was massive. And the reason for that is, well, you know, I think I'd been paired up with someone who deals with it professionally. And there were several turning points in the process. Because you realise you are learning, or I realised I was learning…. learnt stuff that I just did not know about. I had no idea. And it's all bound up with stress and it's not just personal stress, but stressors within the educational structure itself, and what causes stress as well. So again, that's another massive bonus for me. A massive plus.

HT1

In the school I'm in, like many I'm sure, there are highs and challenges. On some occasions knowing that I was going to have a chance to talk things through with *X* kept me going – dealing with suicide in children for example. These are difficult themes that can take you by surprise and having the supervision allows you the time to work through this in a safe space. On one or two times, I counted the days to meet with *X*.

B

HT8, are you wanting to add anything about what worked for you?

HT8

I think, I think, I think for me the sort of what I would have needed…. I mean, I go and do the busses at the end of the day and then ran back in and clicked on, so what HT6 is saying about having a bit of time to sort of prepare for it, I didn't really. And, and yeah, I think em, I think we worked through a lot of things, a lot of things like I didn't seem to really have much to say at the beginning and then kind of like, there was, you know we were on and then like that was kind of us. You know, we kind of worked our way through things. I think they'd have preferred If I'd have had more of a structure to it. But, no, I just found it really useful and I think em, like HT6 was saying as well, like the person I was working with em, you know, we were talking about something that was just a bit of an issue in the whole school and em, they gave me some ideas as to what we could do around that. Em, yeah so I just find it, just found it really useful to reflect and just to start to talk about stuff and then kind of working your way through it with them as well em, because it…. I mean yeah and I think it's useful to recognise that the stress is, you know, it's always there isn't it. You know it's just kind of like how you're managing it and em, and maybe what you can do to sort of, not just manage your own stress better, but what's going on right in the whole school to maybe make sure you're not as stressed or, you know, it alleviates that. Yeah, I'm actually, you know it's quite funny I'm just trying to think on what on earth…. because it's been such a …. I don't even remember half of this year. So, each session, when you sat and talked through things, its em, I'm trying to

remember what kind of things…. but it's been, you know, different issues each time actually. It's been quite good. And I really like the way, em, because it's the coaching…It's that kind of like…. it's working its way through with you. **Does that make sense?** You know, you're not expecting any answers but by the time you've worked your way through it you've kind of reached your own conclusion.

B
Yeah. Yeah, you've worked through the answer. So, if that's what worked well, what was less helpful? Or is there anything that we could improve on the process?

HT9
Trying to find a time that would work, as there are not enough hours anyway!   But it is useful to have reflection time and a space to discuss matters that are pertinent to you, in a non- judgemental way.

HT1
I looked forward to every session but, there were one or two I felt that I was wasting *the EP's* time as there were no main current issues.

HT8
I don't know if it's possible to maybe put…. have folks with…. like the time….. I mean I got on absolutely fine. I thought that the person I was working with, I got to know them really well, quickly. But it's whether you can get to know them in a different environment first. Does that make sense? Because it is a bit odd and especially since we're doing it on-line. You know we're all getting used to working like this. But I know that the times I've done it before I've known the person quite well and they offered to do the support and supervision for me. So, I instantly had that relationship with them. Em, so it's like em, HT7 says, it takes a couple of sessions for them to kind of get to know you and the way that you work. Em, but then that's maybe to do with the situation we're in and where we are all working on-line at the moment.

B
Yeah, and certainly if it was something we were rolling out or we were thinking about. There is nothing to stop people that you know providing that kind of support for you if they've got the skills to do so. I suppose it was to try and give us all a level playing field I just teamed everybody up with somebody they didn't know.

HT8
No no no, and it's good and there's someone else now in your team as well and so that's really good too. No, I think it doesn't do any harm to do that. It's just … and I think the on-line thing would be really convenient now because part of the support and supervision has been you know, people aren't just next door, maybe you know to come and visit or certainly that's what I've known in the past. So being on-line has that convenience that we wouldn't have had before. So that just might make this more possible than it would've been in the past.

B

Yeah. So, did you feel that that was a positive or did that get in the way - being on-line?

HT8

It's a bit of both. It's a positive. It's just, em, it's just that like being on-line and then knowing that you've got a thousand emails waiting for you. You're almost, you know, and you've got two screens. So, you're kind of looking. Em, you know it's quite good to not. You know if you're sitting with someone you wouldn't do that. But you can't have everything maybe, but that's certainly worth considering because you do have half an eye on what's going on. What's sort of ticking along there on your emails. So yeah.

B

Yeah, being disciplined and switching your emails off for that hour is not necessarily where we are is it.

HT8

No, not if you're doing it at the end of the day and you know you've got like however many have built up as well. Yeah, and it's just a habit, I think. I don't know if I can speak for everyone else, but it's just a habit that certainly I've got. So yeah, if you were going to get more of it, I think then it's not always going to be possible, but actually being with someone would stop you doing all of that kind of thing.

B

Yeah, engagement would be greater.

So, I don't know if you can remember but the last time, we looked at the different places that you get support and the different people that you get support from, and we decided that we would go ahead with supervision because we thought that it would be a bit different so I'm interested in having experienced it what was unique? Was there anything unique about your experience of supervision? Different to coaching or a friendly chat or, you know, what did you get from this that you maybe haven't got from other support systems? If anything.

HT8

Like someone who's there to. Is there for that sole purpose. Because quite often, em, I mean I would speak to my line manager, and I know I'm a depute so I'm speaking to my headteacher, but he's got more than enough of his plate and he's not needing to hear my issues which he knows perfectly well anyway. And doesn't have the time either. So, you know it's, em, yeah, I think it's there. It's like what a young person said about counselling the other day. They said they know that they're there to listen and that's, that's you know, their job for that moment or whatever so that makes it OK. Em, so I think having that…. someone who's not got 10 other jobs on the go at that particular moment in time and that's what they've been assigned to do. I think that that's unique because everybody else has got other things on their plate.

HT1

Although I've close colleagues having the supervision was different as you don't feel like you're adding to someone else's difficulties (hope that makes sense.) Furthermore, it was good to just have that hour to process some of the things that happened in the week, both in school and at home also, and talk them through.

HT10

I liked the aspect that the supervisor didn't know the people I was talking about so could give very balanced support.

B

Anything else?

HT5

I think I would probably say… absolutely echo that from the other side as well HT8. Because I know how flat out my depute colleagues are and there's an element for me as head teacher. I mean we do all share stresses and strains in the day but this to me was a kind of space where I suppose I could let my guard down a wee bit, where I probably don't want to do that with my depute colleagues because I need to kind of remain strong and together and support them. But I think the world that we've all been in. I think it's been really good to have a kind of selfish slot in the diary which I've never had before. I mean you can always pick up your…. we've done it…the secondary heads…. We've done a kind of headteacher wellbeing. I think I mentioned this at the beginning and that was the one thing…. We did a survey and if you had a professional matter, is there somebody you could pick up the phone to or send an email to. And I think we all had somebody, if you had a query around whatever. But if it was a personal matter, that was a very different situation. So that bit about letting your guard down and we really need that. The world has thrown so many things at us. There's not always been the answer. So, for me, it's given a bit of space and a bit of safety that, where…I'm think…. I'm hoping… I know I've got a good relationship with my depute colleagues, but I equally don't want to be burdening them with the kind of bits that I have to be dealing with and just having a kind of sounding board, so that was a …. it's good that it's worked on both sides for that. Cos, I think that's important. That people have that space. And I suppose I want my depute colleagues, or any faculty heads, to be able to kind of come and kind of offload as well but I suppose that's the bit about, you take everything else on and where do we offload and that's back to your question around you know what other support networks are there. Some people have got them and it's actually it's back to that kind of confidential space about how much you can let your guard down and be, I suppose expose elements that you're really wanting to kind of talk through the support. If that makes sense.

B

Yes, it does, perfect.

HT7

If I can chip in B. What was unique about it? Well, simply, I've never had anything like it before and that was fairly unique. And the other thing that was useful was having, speaking to someone who was a trained psychologist, I guess. Em, just, because I found out more about myself than, em, I may have found out speaking with another colleague because I was looking at a different aspect of the impact of my work rather than looking at, rather than looking at ACEL data. Rather than looking at, you know, the attainment this year. It was a completely different perspective. But certainly, having someone with the expertise and the knowledge and understanding to talk me through things that I was processing and how I was processing them. That was, that was unique.

HT6

I think em. Just. It's not a 'less helpful', but it's maybe a, it's maybe a like 'for a thinking', is…. So, the person I was paired with was great around about that initial session of thinking around about that voice on the table and thinking around about, you know what it meant in terms of us building that initial relationship. But I suppose what the model that we presented opened up to was, that may not have been as successful because ….I don't know obviously in the background B around about what information you gave to the supervisors in terms of building relationships et cetera, but I wonder if there's almost something around about in that initial session, here's some things that might be, you know, helpful around about exploring together before you launch into it. I don't know. Some people might relish that, some people might not. And yeah, I suppose just echoing those comments around about the uniqueness and having, having somebody who wasn't in the thick of the day-to-day. Which is strange, because often we talk about having the ability to talk to people that you know, are living and breathing what we are, but actually having somebody who was able to be outwith that and reflect on some of those elements. I felt it, it was more powerful. Because as HT5 has said, you know, we can pick up the phone to other colleagues that are on the same level as us, but maybe not have the conversations that we want to be having. And it can become quite a negative echo chamber as well at times and I know I'm guilty for it too. Round about the things we like to gurn around about. And em, I was at the ASG meeting yesterday, you missed that corker yesterday, HT5, with us all gurning about what was there. So, that's just the, that's just the way of it, but you know, that space felt like a far more productive space, so I think that was the uniqueness about it.

B

Grand. OK. The general understanding of supervision that you would've got from our first couple of sessions - because we had a bit of a run into it rather than you coming into it cold. Did that help? Would that be essential or helpful for head teachers in the future who might be engaging in supervision? Was it helpful? Was it necessary? Would it not really have mattered?

HT10

Yes. I was ready with what I was going to say and how to think about it due to coaching and mentoring training

HT8

I think you probably would need to know because otherwise you might have a different expectation of what someone's gonna do with you. So yeah, they might just have their own version of what they are heading into. So, I think it's important just to know that.

B

Just to set out some of the parameters. Yep. Anybody else got a thought on that? I mean you had more than most. We did 4 hours of discussion around supervision. I wouldn't be expecting that before somebody signed up.

HT9

Yes, it would be good to have some knowledge beforehand although having completed the supervision course a few years ago I think I had a reasonable understanding anyway.

HT1

The explanations beforehand were very helpful and having quite a bit of experience of coaching, I absolutely noticed the difference. It felt a very open and free space, and in every session, I always came away feeling like some weight had been lifted. That's not meant to mean that coaching feels the opposite. I do feel as a HT, times have been hard recently (for everyone not just us) and although I can't perhaps put it into words, the supervision sessions were such a support – again that weight lifted feeling – a problem shared is a problem halved almost.

HT6

I think it helped with the commitment to it as well B around about the fact of, you know we had obviously invested some time around about that initially, but we realised what it meant to be committed - or I did anyway. Around about what it meant to be committed to it because of the background that we'd had. Whereas… yeah like HT8 said, if you weren't really sure around about it maybe your commitment would be more sporadic. I'm not sure. It could be that you just don't quite get it about what it's for.

B

Yep okay. Any other thoughts?

Okay, so this is a long one (*question on the slide*). So, there's lots of ideas just to keep me on track. So, on balance, do you still think that professional reflective supervision or whatever we would call it would be of benefit to head teachers or other school staff. And then, kind of would you recommend it to other school staff? Why would you recommend it? Are there particular groups that you think? I mean you were all a committed group of head teachers. Is it something that works really well for people who are already on track and committed or would it work well with other particular groups? Or PSAs rather than head teachers? And you know what lessons then you have learned about when you set up the time or the space. And then I'm interested in who should provide it.

So first of all is this something that I should be pursuing in *(local authority)* and keeping the conversation going? And if so, what do we need to think about in terms of those parameters? Who would do it and why and when and for whom?

HT10

Very much so. ==I would recommend it to all those in promoted posts at least. Promoted staff can feel that their job is very lonely.== Having a bit of time to prepare for the meeting helps in terms of thinking about what it really is that is an issue etc. In terms of who should provide it……People who have done some sort of coaching and mentoring training. As long as the correct questions were asked then good reflection was encouraged.

HT7

B, I wonder, I'm sorry, can I jump in again? ==Would I recommend it to others? 100%. Unequivocally. Particular groups? I would say head teachers. Possibly because I'm not aware of this type of thing being provided to head teachers in the past.== Lessons learned? Well for me it's if you get the right pairing. If you end up with the right person, it can actually be supportive. It can move. Well, I'll describe what it's done for me. It's been supportive. It's de-escalated me and it's helped me to move on. Em, from some situations that in the past I would have spun like a top for much longer than I did. So, it's been really great for that. And there's been the obvious health benefits, being able to actually do that. Who should provide it? I find that a wee bit harder to answer but certainly someone who has a grasp of, I suppose psychology, or a grasp of behaviour management or working in and around emotion and behaviour with people. That's who should provide it and I think what that is suggesting is that it doesn't necessarily have to be someone who is, you know, in the same position, education position as we are. But certainly, someone who has a good grasp of what it is that goes on in people's heads. That's my tuppence worth.

HT1

==I absolutely do believe that supervision should be offered.== My thoughts were that perhaps they were there to book into a set of sessions or have them less frequently with the option of more at times when required. I know this may be very difficult to arrange/timetable so just blue sky thinking.

HT5

I'll chip in next. I think, em. I suppose it goes back to what HT6 and I have just spoken about there in terms of a kind of head teacher network. To a point that works, but it does just become a bit of a kind of… it can be a bit of a greeting meeting and I'm not sure how much it progresses things. You maybe feel you get things off your chest. So, for me the benefit is around the structure, and I dare say, the formality around it, but also the level of qualification of the person that you're meeting with. I don't feel… I mean it's good we've all got headteacher colleagues that we can have a moan with and sometimes you get handy hints from each other, but I think the real benefit here was that you get to the nub of something and the supportive bit and the reflective bit to move on really quite quickly. You know we have an hour and within

that hour you've kind of talked through usually quite difficult situations and then you've managed to tease a few things out. So, for me I think the benefit was it was the kind of level of qualification and the expertise that that person brought that then got a much…. because you know for them and ourselves you know time for everybody has been precious. So, I think it was a much sharper use of time because that person was, and I suppose because of the work you'd done with us too we had a better understanding of what that session was going to look like. We weren't under any illusions about you know. There would be no big magic wand. Em, so that for me I think I definitely would support it going forward. I'm not sure whether it needs to sit with head teachers. I think the demands. There are layers of demands on all. You know I'm just thinking my depute colleagues, I'm thinking my faculty heads as well because actually what we've all been grappling with for all those people that manage colleagues I think is where I would put this because they've been managing people through quite difficult circumstances. So, who should provide it? I think that just would be people with that level of expertise and I don't know who else everybody had. If it was within your colleagues, in your team?

B
Yes, they were all Educational Psychologists.

HT5
Right. So that to me…. So it's a psychologist with an education slant and that to me is the perfect combination.

HT9
I think it is useful for SLT members and having Ed Psychs provide this was useful.

B
Great. Thank you. So, the consensus seems to be that it was a positive thing.

What are your considerations about time and space? Because folk at the beginning mentioned putting it in at the end of the day or that seems to have worked for you J, but when you were kind of rushing back from doing the busses C, it's not…. The timing sounds as if it is kind of critical as well, doesn't it?

HT8
To be fair though, like there's no time in the school day. I mean like you'd be interrupted every two seconds. So. it is the… I couldn't see any other time for it. So yeah. I mean… I'm just totally…. I think it's just…. I think it's a brilliant thing. Like and I know I'm sort of the one that's slipping in as the depute, but I just know that even as guidance you know it was such a useful thing to have and I, and I think it's that thing, having, kind of worked my way up through that…. It's that - going to somebody who you know is exhausted, who, you know there are so many people on the edge of everything, aren't they, with their workloads, that I know, you know whenever I've gone to anybody who has maybe been my line manager from beyond that. They have just been exhausted and really not wanting to hear the issues that you've got. And I mean they will, because they do, because I would do that for

someone else too. But it's, sometimes it's so much better to not share with them and you know offload to somebody else who can sit and reason it out with you. Because sometimes it's just too much. Sometimes you're just pushing people who just don't need that. So, I know I sound like I'm coming from a different angle, but I think ....and I know head teachers expect to… Like I would for my guidance staff and staff I manage. But em, I think sometimes it's good to go and speak to somebody else really because you do. You go and knock on the door, and you think OK, they're really not able for this. I'll just go. I'll just go now. So, I think it's important to recognise that. So, I think there's quite a few groups. But I do think…. I think the way guidance staff now as well. I mean the amount that you have to carry. You know, you are everything to a young person. You are a social worker. You know you are working through all of those issues. And I think, you know, I think that's important. that they have someone to have the support and supervision around.

HT6

I don't think em. if you were having to do it with your own staff group would be the most conducive at times. I wonder if that the expectation there, you know, following on from what HT8 said, would be almost that, would be for you as a supervisor to provide the solution almost and it becomes less of a supervision conversation to more around about some more solution focused way of trying to look at that. You know because you think around about…. if I compare it to experiences of perhaps friends, you know, your questionnaire asks who do you speak to around about different elements and you if you compare it to, you know friends who are perhaps in the profession….The conversations that I have with them around about maybe difficulties that they have maybe got within their schools is very different to the conversations that I have when it's a similar difficulty that's being processed within our staff team and so I do wonder if there is something around about that distance that allows you to look at it and almost allows you to feel a bit fresher around it. Because you're not…. I'm thinking about it from the supervisor's point of view, maybe not carrying the burden as you would be if you were having direct line management. But I know that's not answering your question. It's almost about who wouldn't provide, rather than who would. Yeah, but if you've got 200 psychologists that can deliver it B, then yes let's go with everyone.

B

I know I know. Yes…and that… the numbers just don't stack up do they? That's the thing. And I know informally from the EPs. You know, they have all said that it's been a brilliant experience because it's the one meeting in the month that you walk into, and you walk out of. You just take yourself into it and you don't come out with any tasks to do so it's been a lovely experience on the other side as well. I'm meeting with them on Monday to get their feedback, so that will be interesting.

HT8

I think when I did it, I know it was way back, but it was *E* that offered to do it for me. Em, you know and that was…. she was really good at that…. you know, so primary mental health workers but you know you're not necessarily going to want to

take them from the work that they're doing. But that was certainly really, really good.

B

Yeah. I'm getting the sense that it's that skill set that makes it. The distance, the objectivity and the skill set seem to make the difference. Yeah.

HT8

And it also makes you feel that because they have that skill set, you don't feel you're burdening them. Because you know that they can manage what you're talking about without you know, feeling like they're taking it on board for themselves.

B

Because you know they've got supervision to go and sort that out.

HT8

That's the difference with them…. because that's what you're talking about HT6 as well. That's the difference between going to knock on someone's door who works with you. Who you feel would go away and carry that? I think that. Isn't it? yeah.

HT9

I found finding the time, just like, even trying to protect it, something happens regardless of what you're trying to protect. I mean it is, it is when do you find the time. But it has been really useful. I think somebody at a distance is better actually. And I think, because I do think. I think kind of what HT6 said, it's almost like you…. well I find myself it's like…. People want an answer all the time. And you actually, I mean this is a slight aside, but in the Easter holidays I went to B&Q and the man answered my question and went away and got it and I actually stood there and thought 'Oh my God, somebody's done something for me' and I thought that hadn't happened for weeks and that was standing in B&Q and I came out and I thought, What a lovely man. But I thought Oh my God if that's what my life has come to. The man in B&Q. But that's what it's like because it's just having that… I think at the beginning of the supervision…. I think towards the end of the session there was better for me than at the beginning. Whether it was because I was able to actually sit there and do it or whether it was the situation. The way it eased off slightly in the school. Or…. I don't know, but it did feel…I felt the first, the ones at the beginning, I thought I don't have time for this literally….and I didn't. Whereas the last two I felt…. the last one in particular…. I felt actually that was, that was useful, but I honestly feel that I could start again and do it now and I might be ready. I don't know if it's just me I feel that I used to be much better and always was quite good at organising my own time and that is just non-existent now. And I think that spills into some of this as well because you have to be able to have that headspace and time, even trying to, I mean, possibly this is not what you want to hear but even trying to think what I am going to say. That sounds awful. But it's even like trying to get that time to think about what your focus is going to be rather than just saying something for the sake of it and being general because I'm sitting here and somebody's taken the time to be with me and so I'm going to use it but actually having that time to do

that. And I think it's about getting better maybe, possibly myself you know, actually that, so actually you are, even if there's nothing written down but it's in your head, this is what I'm gonna focus on.

HT8

I found that really hard, the focus. I think I probably….Probably when they're doing the feedback they'll say I was probably quite annoying Because I mean mine was all about workload and you know like it was really quite difficult to find a focus for each time we met and having said you'd had all these issues earlier on in the week but they'd kind of like, you had got over them. So, I did find that wee bit difficult and I didn't feel I mean it was fine by the end of the session, each session we'd worked our way through something. It wasn't, you know, but to go in with that, with one specific focus and I wondered if everyone else was quite focused. Because I think the person I was working with would have like to have had, you know by the time we'd finished we would know what we were going to talk about the next time, but it didn't pan out like that so I don't know whether I was the only person who was like that. It would be interesting to know.

HT9

No that was me a HT8 as well. And even there just now. I mean we're getting a new dishwasher in the nursery. So that's fine. But that's what I mean. Do I really need to know that right now? It's just…, And that is real life and that is what it's like. So, trying to focus and trying to have something. I think that was a pressure for me…was like oh I need to have something to say but actually I haven't even had a minute to think about what I want to say.

HT8

Or what's going to be worthy of saying. You know when there's loads. Yeah, once you got going it was fine. But yeah, it was 'what are you going in with' and I did try one time before to work out you know the next time I go, you know, this is what we'll talk about but then I can't remember, I don't think it worked out like that either.

HT6

I tried to think about it from…I was trying to think about…. you know if I was allocating this time what would be the most useful for me so I thought you know there's always going to be operational things that I'm gonna need to think around about or tease out within there and so I wanted to try and almost do around half and half. So, I was trying to think around about OK like these are operational things that are worrying me around about maybe conversations with people or things that were coming up that I knew were going to be tough and have to go through. But then what I said at the first session was I don't want to lose the focus on the bigger picture and you know I think the supervisor was really good at the beginning of the session saying right okay you know, you said that that was a priority for you. You know what element of that do you want to talk around about and you know and start to talk about that time and you know, that's that bit I was talking about at the start B almost setting that like supervisor /supervisee agreement together around about you know,

this is, and like them holding you to account in some way as well so you know it's fine if you want to moan around about you know that difficult parent conversation it's fine if you're worried around about that element of wellbeing but also you said that you wanted to be better at the other elements of your job that you know are really important for making this the best possible place for the kids and everyone else that's here so I think that was quite helpful because my supervisor was quite you know open and flexible but kept coming back to that bit for me

B
Yeah, and that was establishing that at the very beginning, At the outset. Yeah

HT9
I think, I feel, in some ways, I felt sorry for my supervisor because I just felt I was almost like wasting their time because I was never quite ready or something like something happened at the beginning each time that did…. somebody cut their head and I had to go and things like that and I wasn't, like it wasn't trivial things like a dishwasher. But it just felt that ….so I suppose I felt slightly…. I think it's just all-consuming and very overwhelming with everything that there is just now that I possibly didn't make the best time, the best space or use of it.

B
Isn't it interesting though that we started with wellbeing, and we need something for our wellbeing and now you feel guilty about not using that space and actually it was there for you to use in whatever way you felt was appropriate? People committed to the time so please don't feel guilty about it at all

HT8
Is it almost the case B as well that you kind of like, I don't know, maybe it's just me that thinks like this, you've almost got, like you're meant to be doing crisis management so you have to bring a crisis to the meeting, you know and that's maybe about how you use the time because you think well it's got to be really important so it needs to be some kind of crisis that you're working through. And that's just something that maybe we just need to relax into, and it doesn't need to be. It wasn't that I didn't have crisis all the time to deal with but yeah maybe it's just allowing to say it doesn't have to be like that.

B
And to some extent the way that you described it earlier on HT8 as well. So, you had a crisis on the Tuesday and by the time Thursday came and you had your supervision, you'd got over that crisis. But you would've wished that you'd have had someone there on Tuesday. So actually, supervision allows you to take…. you've got to deal with the crisis. You've got to think about it and you've got to manage it in real time. So maybe supervision works differently, better, I don't know, works for some people if you take the longer view of it. So, it's the things that you don't have the time to think about that you use that hour for. Because of the crisis you've got to deal with, haven't you?

HT8

And to be fair they were talking about as well, like we were talking about workload and things and how you would manage things better. So yeah. Actually, that comes round in a big circle doesn't it.

B

Yeah. Trying to get you to think of the longer view rather than just the crisis in the moment. Because we deal with the in the moment crisis but the thing that we don't give ourselves space to do is to think through with somebody and plan I guess and maybe that's what supervision is more useful for.

HT9

I think that sums it up actually very well because I think probably the same as everybody else… You're continually coaching yourself or going through scenarios and working through things and just like okay that bit's past I really don't need to go over it again. Whereas there's this tomorrow and maybe taking the longer view and like HT6 said there, about the strategic sort of side of it and looking at that. Keep coming back to that aspect so that you've got that as your focus and then you break it down from there.

Powerpoint Slide 4

B

Yep. Okay final thing from you. Just over the course of the whole project. So, we started this project really last October. We had two workshops, the beginning of October and the end of October and then January started the supervision and here we are. Just generally, what have your thoughts been overall? Have there been any direct changes in your practice as a result of the supervision sessions? Have there been any incidental changes in your practice as a result of the whole process. Just thinking about these issues and the discussions that we've had? I just don't want to miss something. I want to try and capture any incidental learning that there may have been

HT6

I think for me it was around about I need to prioritise the time to think about the bigger picture and that allowed me to prioritise that time because as I said earlier that you know you can pick up the phone to another headteacher when you're in that crisis management point of view but you know realistically what happens is you end up all have a good moan around about things that aren't working and you know, things that you are waiting for and all the things that you can't do, that you don't really have any control over. But it was that time around about, the time to just think around about okay what are we aiming for as a school community and I think working in the schools and you know HT9's in a similar size as me as well, that you maybe don't have that extended leadership team that's going on. So, some of those times maybe you feel like you're having those thoughts on your own. So being able to verbalise that with somebody I think was you know was quite helpful around about just talking that through and being able to talk about you know what could the next steps be around about that element and them then taking a genuine interest

around about what you did manage to achieve or what you didn't and being realistic around about then the fact you know that if someone does cut their head during the middle of the day so you can't get to that element you wanted to do in terms of that pupil focus group. So, it never happened but, you know the fact of you committed to it before and you can commit to it again. So, I suppose for me it's around about that bit, which I'd been used to in bigger schools before, and moving into this role now in a slightly smaller context it's something that I feel like I missed, but the supervision's provided that opportunity for.

HT10

I enjoyed the sessions although as I said earlier, there were some sessions I had more to say than others so perhaps being flexible with session dates and times might help. In terms of a direct impact on my practice, I am trying harder not to feel as guilty about things, continue to try and have a better work life balance and carry on caring for and looking out for all our staff.

HT9

It took a while for me to 'get into' the way of supervision. I had my previous experience in my head, and this was different – but on reflection, this is probably due to experience and also having had coaching experience too. If I am being honest, I was looking for more, and that is not a criticism of the supervisor – just me in the times we are living in, looking for solutions that are out of reach right now. It did reaffirm my view that it is good to share and discuss 'issues' even if only to back up your own thoughts and when I'm speaking with staff, I do now think about the supervision conversation and use this to support.

HT7

I enjoyed the experience. I would recommend it heartily. It's really important that you 'gel' with the person you are matched with although it can be challenging opening up to another adult – I haven't done that in a professional way before. In terms of direct changes in my practice - I have used some of the knowledge gained to impact on my own approaches to work and I have been able to better recognise some of the characteristics of stress in colleagues. I also think that I might be less stressed about stress! I have a better understanding of the physical consequences of stress and a clearer understanding of the health implications of cumulative stressors. I feel somewhat calmer about being stressed – if that makes sense!

HT8

I was going to say that I think a lot of mine was like about…. you know, just like the workload…. but then making me think about what's not …..well you're not getting other people involved so ….I've gone away and I've thought about …..like I'm doing an opportunities list for staff and I'm thinking well why don't we get…..you know we're so used to doing it ourselves and not being martyred around it it's not like that, but it's just that because you're management you think you should just get on with it, but it's made me think. I think HT6 is better at describing stuff than me. Em on a different level, but it's made me think about that. And it's made me think well actually you know, stop whingeing about it and actually stop and look at well

what else can you do. And so, I am. I'm getting going on that. I've had some good ideas around that and that was just kind of like feeling a bit desperate around workload which is kind of continual and I'm not going to change my work-life balance because I'm hopeless at that but actually there are some things that can change. That will make a difference I've already asked two people to join me for interviews and I'm trying to get people to take part in things. And I think we just got so used to not looking. Not wanting to burden people you know with extra work, but there's different ways around that and its about calling it opportunities. So that's been really useful as well. And then I'm kind of thinking I'm not sure I want to do my job and you know getting asked questions like well if you're gonna leave in a years' time what will look like. And I thought alright okay. I hadn't thought about that. So yeah. You know when you burble on yourself and your kind of like…. it's quite good for someone to sit and ask you a question that stops you in your tracks and makes you think okay, yeah. Actually, I need to think about this in a different way. It's probably…. the short answer to that would be looking at things in a different way so becoming solution focused just through talking about it really.

B
Yeah, we sometimes know the theory but we don't necessarily put it into practice with ourselves do we? We need somebody else to model it maybe.

Powerpoint slide 5

B
And that is us. Thank you so much for all your input for giving it a go and for giving me some honest feedback I really, really, appreciate that. I am aware of how busy your lives have been, more so than ever this year and in previous years too. Hopefully you've got something positive out of the whole experience for yourselves though. And hopefully we will take things forward in (*local authority*). Have a good weekend.

HT7
Not at all. It's been absolutely valuable and I'm really grateful for it. Anyway all of you have a cracking weekend okay. I'll see you sometime. Bye.

HT1
Thank you for the opportunity to contribute and a big thanks to *EP* for listening wholeheartedly to my ramblings!

Transcription - Recording of Workshop 4 on 27 June 2022 16:00-17:00
Participants - 6 Educational Psychologists (identified by EPX)
(2 EPs each provided supervision for 2 HT Participants, others supported only 1)
Researcher - identified as B
Checked by TEP – 0.15% error rate (15 words corrected)
96.4% initial Inter-rater reliability achieved – full agreement in relation to coding of document following discussion

I welcomed the participants to the session and provided a brief introduction in relation to the reason for the workshop just to set the context for the discussion. Agreement was gained from all participants for the workshop to be recorded.

Start Recording

Powerpoint Slide 1
B
I have now completed the final workshop with the head teachers involved in the study, just a week past Friday and their feedback was really helpful, but of course that is only one side of it. I'm really interested in how you have all found the experience and I'll just put the link to the Jamboard into the chat.

Powerpoint Slide 2
So, I've got a PowerPoint presentation and I'm just gonna flick through the PowerPoint here. And what we're gonna do is… we've got some Jamboard questions. Then I want to have a look at the model that the headteachers had come up with that we are kind of working to with these various aspects in it.

The Jamboard is going to ask questions about whether you recognise those things coming up. We'll talk a wee bit about wellbeing and whether wellbeing was the focus. They had wanted the space to be about what they had brought, and I'm interested in your views as to what extent that was the case. And then if the model needs some tweaks or some changes. So, those are the kind of questions on the Jamboard. So, if you're all able to open the Jamboard yourselves. It's usually easier because it's bigger. If you can just have a look at it yourself.

On your first board I'm just interested in you giving me just straightforward information about how many sessions you provided. I know that not everybody was able to provide six for a variety of reasons. And if you weren't able to provide all six, what was it that got in the way of that. You know if it was the headteachers that cancelled or if it was you for a variety of reasons. I'm just interested in what the barriers might be to some of those. And then just a 'yes' or a 'no'. Like, did you get on with your supervisee? You don't have to have been the best pals but there is a lot written about the supervisory alliance and the relationships between a supervisor and

supervisee and you know, I kind of assigned people, mostly at random, but largely it was with people you didn't have a relationship with before and so I'm interested in whether those relationships worked out. And then just a general comment - if there was an option to continue, would you? and, we're gonna talk a wee bit later on about what that might mean for us as a service, so you don't need to be thinking about all the implications of that but really just your gut, 'yes I would', 'no I wouldn't'. Just a really quick kind of response to that and we can get into it in a wee bit more detail.

And these are pretty much the questions I asked the head teachers as well so that will give me a wee bit more of comparison, I think.

(Responses entered on the JamBoard by participants)

RESPONSES FROM BOARD 1

Q1 How many sessions did you manage?
1 participant managed all 6 with 2 HTs
4 participants managed 5 out of 6 (relating to 5 HTs)
- Cancellation on HT part due to competing priorities
  (some final sessions were still to be completed and had been arranged this week)
1 participant managed 4 out of 6
- 6 were offered/scheduled – 4 completed

Q2 If all 6 were not completed why not?
Busy Juggling HT
Illness, P7 transition activities, sports day – all cancelled by the HT. 1 was rearranged
HT had Covid at end of term – no time to reschedule
HT missed session in diary
Me being slow starting due to illness
Final session is later today

Q3 Did you get on with your supervisee?
All of the participants agreed with this statement:
- Yes x 2
- Yes – got on with both
- Yes, the HT was lovely and easy to form a working relationship with.
- One HT I knew in another role and wondered whether that impacted on content and missed sessions.
- Did not know either well, but was pleasure to get to know them.

Q4 If there was an option to continue – would you?
All of the participants agreed with this statement:
- Yes x 5
- 10/10

B

Okay, and the second board… if you're still working on that one that's absolutely fine. And you may well be way ahead of me. And wellbeing is in the middle, so you can tick wellbeing as well. Just tick all that apply.

(Responses entered on the JamBoard by participants)

RESPONSES FROM BOARD 2

Tick the themes discussed in supervision:

Theme	No of Responses
Relationships	6
Personal and Professional Development	5
Staff and colleagues	8
Children and families	6
School and organisation	6
Wellbeing	7

B

The third board is about wellbeing. So, the headteachers specifically asked that this be something that supported their wellbeing and that that was a feature of the sessions. And again, given that that was such a strong steer from them, I'm again just interested in, to what extent - just on our usual scale from one to 10 - you felt that wellbeing was a feature of the sessions. And again, it may have been wellbeing of the headteachers or the wellbeing that they were bringing issues about the well-being of others and that came through when I had a chat with the headteachers as well.

(Responses entered on the JamBoard by participants)

RESPONSE FROM BOARD 3

To what extent wellbeing was a feature of the sessions

Scale	1	2	3	4	5	6	7	8	9	10
No of Responses	0	0	0	0	0	1*	3	1	1	0

*Would be 10 but sometimes it was proxy discussion of wellbeing of others and indirectly about HT

B

And the final one again. Is just. They wanted it to be a space for them and whether they brought the topics. And so again, just indicate that.

(Responses entered on the JamBoard by participants)

RESPONSE FROM BOARD 4

To what extent were the topics/themes of the session driven by the supervisee?

Scale	1	2	3	4	5	6	7	8	9	10
No of Responses	0	0	0	0	0	0	0	2	4	0

B
So that's grand. Thank you. There's only four boards. So that's that bit.
So, well I guess, just a final thing then. Does the model need changed or tweaked? It wasn't so much a model I suppose as a framework that we were using. Because there were specific things that the headteachers had said. This is what we want - to be front and centre. Which is a bit different to some of the models that I had presented to them. But did it work for you as a kind of a rough model. Just that one visual, or does it need to be tweaked? Were there things that came up that you thought 'No actually something else needs to be added to that'.

EP3
What I can say is that the sessions I delivered conform to it really well which is perhaps confirmation the other way.

B
Well, that's not a bad thing then.

EP3
The only thing I would say that I did put on the Jamboard was that there was a lot about *local authority* rather than the national situation.

B
Yeah, and that has come through in the workshops that I've done with them…. the three workshops that I've done with the headteachers, very specifically as well.

EP1
And a feeling of limited support, especially for more rural schools. The model worked OK for me. it was enough to provide a framework and ideas, but not restrictive at all.

Coding for Themes for the general discussion

Timing and time commitment	Timing in the school term/year Finding a time/space that wouldn't be disturbed Workload and competing priorities
Building Relationships between supervisor and supervisee	Building trust Developing relaxed, social relationship

Being Supported	Providing direct support to the supervisee
Planning, preparation and delivery	Using a contract initially and agreeing dates in advance General planning and preparation The use of a virtual platform
Skill of the supervisor	Flexible, Containing, supportive, psychological skills, listening skills, able to build coherence, perspective taking, suggestions for action, objective, etc.
Reflection and Challenge	Space to be able to consider, discuss and reflect
Should it continue, Who should do it and How (on-line/face to face)?	
Implications for the EP Service training/practice	

Powerpoint Slide 3

B
Okay. So, if the model is not far off. In relation then to the recent supervision sessions… I've got…. in fact, I'll just put …there's the questions I'm gonna ask you. So, I'll just put them all up and I'm interested in just going through them. If we… if one merges into another, it really doesn't matter, but I guess I want to talk about a number of these things over the next wee while. And this is really it, so we should be finished by 5 o'clock. I'm not keep you any later than that.

So really what worked well for you and what was less helpful. Our usual kind of first solution focused questions.

EP8
Shall I go?

B
Yeah, go on

EP8
I think what worked well for me right at the very start was having the supervision contract to make sure that the headteacher was signed up and aware of the process and that we could agree that between us and the agreement bit was on your slide before as part of the model. I think setting the dates in advance was something really helpful and that worked well. It worked well initially. We've had to cancel the last two or three sessions. We cancelled three and one was rearranged but just because this term's got too busy. So, what's been less helpful was probably the timing of the later stations in the business of the term. They would be the things that are at the forefront of my mind of the things that worked well and were less helpful.

B

EP8, do you think that the cancelled appointments were to do with Covid staff shortages, time of the year, or not being prioritise. Have you got a sense of that or was it something else?

EP8

I'm really hoping it wasn't not prioritised. One was because of staffing and COVID. Another one today was because the headteacher herself had Covid last week, so this was her first day back and it was sports day. Another one was cancelled because of P7 transitions. So, I think… it's not that those things necessarily took more of a priority and therefore supervision took less. I guess that as there were no other staff members, for things like a P7 transition to go ahead if that required the headteacher there is nothing else that she could do and although other sessions were offered. I just don't think that she necessarily had time in her diary to rearrange them. But that, that isn't that she isn't prioritising I think it's just that everything else was so busy.

B

That's great thank you

EP4

I think I would echo what *EP8* said about the supervision contract and having that at the beginning. And being able to use that even just to see whether the head teacher wanted something else added into that. You know, in terms of what they were really hoping to get out of it. I think in terms of what was less helpful, again I had a few cancellations, forgotten sessions and I guess that is that one. I don't know. Is that about competing demands and actually is there something then about what's been less helpful is that we kind of had to pack it in quite quickly and therefore I couldn't offer as much flexibility as I probably would if it was kind of a rolling program that was set up et cetera. So, I think yeah. I think it's just similar things. It's being able to get into a grove. Because you know yourself if you have that regular supervision then there's… you're prepared for it. You come to it with a bit more and you kind of get more comfortable with the process and therefore you might reflect a bit more deeply. Whereas if you're kind of doing it, getting one session. Oh, missing the next one because I can't make it. Oh, can't reschedule the third but I'll be there for the fourth and the fifth. It's still worth it but it is just that, you know, how much better it could've been if it was consistent, I guess.

EP6

I would definitely say the same about the contract and just having some parameters and some boundaries. But we didn't spend a vast amount of time talking about that. It was very clear from the outset that it was just a very much needed space in a busy kind of calendar. Timing wise - we haven't had to cancel any. The last one is straight after this. But I think that tells its own story. That they've all started at 5 o'clock and that worked fine because I don't have any children or anything and he was quite happy to stay at school and it meant the building kind of was free and clear and so he was free and clear, and he didn't get interrupted.

But that's the only reason that that's worked. Because we were able to identify a time that worked for him. And I did offer the full range of - from eight in the morning all the way through. But this is the time that has worked so yeah. It's a bit ironic isn't it about wellbeing. Staying kind of past perhaps a sensible time to be at school but anyway there we are.

EP3
Yeah. Both my guys did the same thing. They very quickly nominated a day of the week and a time of that day that they thought most… would be least likely to be disrupted. And one of them even drove themselves home for a couple of the sessions to make sure that he wasn't disrupted. Which was really interesting. But you know one said Thursday afternoon between two and three I'm usually fine and the other one said …. So, letting them do that was quite important, but again, my diary is super flexible compared to people who are doing school visits and so on, so I could do that. I guess what works really well is if we are able to prioritise because that's where our flexibility comes from. It's how do you build your diary.

EP1
My sessions were all on a Friday morning and all kept except the last one last week when the head teacher caught the dreaded COVID and so couldn't manage and we are too close to the end of term to re-organise. He even made sure that a fire drill was completed in time for the supervision to continue. Having a completely open agenda meant that some days there was more to discuss than on others, but the topics were all current and varied and seemed to be helpful. You know, there were a few of those 'Oh I hadn't thought about it like that' kind of comments.

EP7
Yes, I was able to be flexible and that was fine. The pacing was good. In that, you know, roughly once a month was enough to then keep the common thread running. And yeah, I mean I think for me the contract was a formality I don't really think I did much, but the agenda was always about the head teacher's wellbeing and their agenda so that was fine. Kept it simple really. But there was a running theme, and I did do records after each meeting – bullet points - and sent them through to her. Which kind of kept, I suppose, some record but also the thread helped to see, yeah keep the thread in mind. And staffing was often the thing that got in the way. One time when there were no staffing issues and she said everything was much better and we had a good session, and she did she did …. the middle of the day and she had gone into a school where the previous headteacher had kept the door firmly shut and her door was always open and yet people didn't seem to come in and disturb meetings. Once when someone…. there was a bleeding child. Used to be known as a bleeder when I was a teacher. Was at the door.

B
So given that you're all educational psychologists. What was unique to what you were able to bring if anything. to the conversation, the discussion?

EP7

I think I did a lot of reflecting back. Listening and reflecting back but I suppose anyone could do that, but I think we're probably quite good at it. Yep. And there was one example. The headteacher said I could share. Was the Jubilee party. Everyone on the lawn, I think parents might have been there as well, but anyway everyone was ready to bite into the first sandwich and there was a call to the headteacher to say there was a swarm of bees on the front of the school and so they had to scrabble about to take advice as to whether or not they shifted everyone or not and they didn't. They held the line and didn't shift anyone until the allotted time and then the bees swarmed. Literally as the kids got back into school. And they had to deal with, her and her admin had to deal with all that without anyone knowing anything about it. And so, this was a good metaphor for her being a headteacher. The sorts of things you have to do in the background to keep the smooth running of the school. So, yep. She was just telling me about the story, but I did think that it was a good metaphor.

EP1

I think that's the thing. That they deal with so much of these things and they don't really have anywhere to put them. We are used to sitting with people in distress and not making them feel uncomfortable and not feeling the need to deflect or fill the space, so I guess that would be fairly unique.

B

Any else that you thought was quite unique to us delivering supervision or not?

EP6

I think one of the things that we have an advantage of is that we have got a lot of experience of lots of different schools and the fact that schools are not the same wherever you go. They are all dynamic different places full of dynamic different people and the way they interact and all that kind of stuff. And I think having that kind of systemic understanding of what schools can be like can just allow you to do a lot of that reflecting back in a way that perhaps somebody else might not. And I know the idea of reflecting back is that you are just literally being a mirror and sort of saying it back, but you have to pick up on the bits that you want to. You know, you edit don't you, without necessarily even being conscious that you are doing it. So, I think just being imbued with a sense of 'schooliness' probably helps us a lot with it. And from my own perspective, having been a teacher, not a head teacher, but having been a teacher, in lots of different schools, you've got that to bring to it. And I suppose the final bit that I would say to it is that as someone who has been a supervisor and a supervisee a lot, you're kind of, I don't know, maybe we're a bit more comfortable with the whole process so it feels a bit less clunky then perhaps it might. I don't know. Hopefully it feels a bit less clunky than it might for somebody else who's not that familiar with it.

EP1

It is a strange role we have, being in Education, but not in schools. We also tend to work behind the scenes and so have a reputation for quietly facilitating rather than being 'out there' and maybe that is quite reassuring for folks who are going to share quite difficult stuff with us.

EP3

Yes, I agree with that *EP6*. And I think that positioning across the system as well and the onion in one's head helps help them to make some connections probably. I think there is something, rightly or wrongly, the sort of positional expectation that we will listen and not judge. And we'll be…. it's something that we talked about a lot a couple of times ago, is the sort of consequence free discussion maybe. I got the sense that that felt taken for granted and perhaps in a way it shouldn't have been, but it was taken for granted. And I think as well, there's some specific content knowledge which was really quite useful like understanding about locus of control you know seeing people struggle between what they could control and what they couldn't control. And even some basic stuff about the physiology of stress was occasionally quite useful to be drawn on too. Because as psychologists we probably have more at our fingertips than others.

B

Yes, so maybe a combination of different things. Sorry *EP8*, I spoke over you there.

EP8

No, not at all I would agree with the systemic point that *EP6* made. Understanding the school systems. Also thinking about other staff's wellbeing as well. Like the wellbeing of the whole staff. Because I think the head teacher that I was speaking to, she was obviously wanting, and at times she did speak about her own wellbeing, but that was quite impacted by how the rest of the staff were feeling as well. So, understanding that kind of that system and then like *EP3* was saying understanding child psychology at times because of her two cases that she discussed in particular with me that had already been through JAG. She already had obviously had discussions with her link EP but was maybe still ruminating over things. So just an extra listening ear for her to discuss two cases in particular and maybe just to bring a slightly different or other perspective to that was maybe quite helpful.

EP4

I think it worked because we are not part of the school. I felt that the safe space that we were able to have together it almost allowed that kind of trusting relationship to happen quite quickly because I wasn't a colleague in the school. I wasn't going to rock up in the school next week. And I think it just felt that is something that we…. if we are offering that kind of supervision, I think that's a really good thing because I think that's what people need. They want to know that actually this is okay what I'm going to talk about. Because actually you know yeah. It's something about our profession and the fact that there is a bit of respect that as well. I felt that that was…. they were very appreciative of having that opportunity to have that safe space with us.

EP3

It's kind of, we are <u>in</u> the system but not <u>of</u> the system.

B

Yes. So that said then. And all those things that we brought as EPs. Do you think that EPs should provide professional reflective supervision to head teachers and maybe others in schools?

EP3

Do you mean that it should be EPs who provide it, or do you mean that their role should provide it?

B

Yes. The role should provide it, I guess. So, is it something…? I guess what I'm asking is, 'Is this something that as a service we should think about providing as a matter of course?'

Should it be something that we offer in (*local authority)* as part of our role? Forget about the logistics just now because if the answer to that question is yes, then we've got a whole range of questions that we would have to ask.

EP6

There is definitely a gap isn't there for that type of reflective space. I talked to one of my high schools about creating a supervision sort of networks within their own structure and they were interested in it but they didn't want to start there because exactly what *EP4* was talking about, with being an outside person was the thing that would make it safer and the talking to somebody from within your own organisation didn't feel safe enough. So, it feels like there's a gap for head teachers to have that space and probably some of the guidance staff as well I would say from just the schools that I work with. And if it's not educational psychologists, then it probably should be somebody that does it. Because it does feel like there's a gap.

And mental health and wellbeing for the members of you know the head teachers and what not. I mean there's a couple that I'm working with where their mental health is really not great at the moment at the end of the pandemic sort of, as we are moving into this next bit. I think they probably would've coped a bit better if they'd had this sort of space. I'm not saying it would've been fine, it wouldn't have been fine, but they might have had a bit more space in their bucket, so to speak. Yeah.

EP4

I think as well if we think about maybe just the ad hoc or non-formal supervision that you tend to be doing with your head teachers. Now that we're going a little bit more out in schools. I know that I've already had in the last month a couple of quite emotional sessions with head teachers. So, you know, there's a need there. So, it's…. you know…. if we're doing it anyway as part of …. you know we're back out and it tends to…. that's what's happening. Then that's showing to me that there's a need. You know, if you're spending what you thought you were gonna be in there for an hour and a half doing something else and you've actually sat with the headteacher for 40-50 minutes because something's really difficult for her at this point in time. To me then that's saying oh, there is definitely a need there.

EP7

So, who is best place to provide that? Because as you say, we all do a bit of that with our own head teachers/schools. If we're highlighting that it's useful to have someone who is not part of the school, who would do that. Another thing is peer support. I wonder if … how much … I know inexperienced headteacher's sometimes get mentors, don't they? I don't know if they … there's no formal system for peer support. That's my understanding. But there might be … people might well have a buddy. And could you facilitate buddies? Could we do it in groups? I mean it's not the same as a safe space one-to-one.

EP1

I wonder if head teachers might experience taking things to colleagues who can't listen or respond to them appropriately or are so overwhelmed themselves that it becomes a downward negative spiral. They might then be put off taking other emotionally charged issues to colleagues and that could leave them feeling quite isolated.

B

Yes, it's interesting that the teachers said that they do get a lot of support from their colleagues. Em, but there are some things that they wouldn't take to colleagues and there is also a bit of a guilt, they were saying, about using the time that their colleagues give. Whereas coming to supervision that was organised and it was just for them, they didn't feel guilty about spending that time, you know in reflective discussion with us. But they would've done had it been a colleague that they know is also very, very, busy.

EP8

I think there may be a place at times for both. That's something that the headteacher I was with was really keenly missing. She didn't feel that she knew many of the people in her ASG anymore because there'd been lots of staff changes with the link schools. And I think they probably had given each other support before, but I think exactly like you were saying B, that quite often they were maybe driven by agendas such as arranging things for all the schools to do or specific purposes or discussing budgets or whatever the agenda might be. whereas the space for her just to discuss whatever was on her own mind as her supervision, I think that the two are sometimes separate and different things but definitely increasing that peer support could be really helpful as well.

EP6

Just wondering whether some of that, that fell away, is partly down to the pandemic as well because you know none of that …. it's really difficult to start a relationship like this virtually, isn't it? You know. And if you're meeting your colleagues face to face. I know we're doing this, but all of it's virtual, you know. But if it's with a head teacher colleague then they'd sit in meetings, wouldn't they? They'd be like shoulder to shoulder with each other or whatever. I dunno.

EP1

Yeah, and that might work for them. or it might not. There is something about us being able to…. or we've been able to provide this to somebody at the other end of (*local authority)* to us. We haven't had to be close. We've been able to do it because it's been virtual, I guess. But it does take a bit to build that relationship I agree.

B

If we were going to build this into what we do as a service, what would we have to consider? What training would we need? And is it…. could anybody do it? I'm not sure that they could. What would we have to consider as a service and put in place as a service, to make sure that it was good quality and safe for everybody?

EP8

Just trying to think about when I started doing my first few bits of supervision for EP colleagues and what that was like. And how I gradually built up to that. And I guess it's like anything. A learning process isn't it. That you sort of start, you know scaffolded, in a slightly safer way. You know a bit of mutual supervision with my supervisor was the first place you know. Just taking turns about and then eventually sort of doing some work. In fact, it probably started whilst I was a trainee, thinking about it. Because we used to have peer supervision in our doctoral training course. So, you're kind of getting, getting practice with people where it's a safe space. So, I guess there's that element to it. So, people would need to feel confident to offer it wouldn't they. Yeah, a bit of, I guess a bit of training about how it's gonna work how it's gonna to feel safe. Yeah.. I don't know. Time's the other thing as well, isn't it?

B

How ready did you all feel? I mean we did…. people have various experiences of providing supervision and we've been doing consultation and solution focused meetings and all sorts of things and then we had one day really on supervision as such. But some people, as you say *EP6*, have done other training and other work around supervision. You know, rather than it just be something that we fall into and the expectation that we just do it. If we were going to do it, I would want to do it properly, so what would we have to put in place?

EP3

I'd be quite interested…. you know I mean you can't really do this is part of your study but going forward it would be really useful to grow that out of what participants tell us was helpful. Because one might…. I mean I know you had your various kinds of models of supervision, and they didn't want any of those. And there'll be, often by chance we may have done, said, or often might not have said things that turned out to be really helpful. That would probably give us a pretty good skill set and person spec for that. I suspect a lot of it is simply, as *EP7* was saying, simply listening and reflecting back and where you go and your emotional comfort with that. And I suppose part of my worry is that so many times my anxiety about training people in a particular thing and saying then right, you're trained, and it becomes a closed process, and their emotions are often varied and unpredictable. So, I suppose yeah what works for them and that's the spec as it were. But I think the support around it and again picking up what *EP4* said about time. This needs to be

institutionally supported as something that we do and is a significant offer to improving outcomes for youngsters eventually. Rather than as a lifestyle thing it really needs to be valued.

B
Yeah, we would have to have some additionality and we'd have to cost out what that means in terms of time.

EP3
Yeah. It's not just that though. It's the importance of it. This does matter.

B
Conversations are starting to go along that route, which is why I'm really interested in your feedback. Because I wouldn't want to make a case for the service. So, this is sitting slightly to the side of really what we're about today. But I wouldn't want to be making the case to (*Director*) for example, that we do this is a service if you all had the strong feeling that actually, it shouldn't be us, it should be somebody else, or I mean we will have more discussions as a whole team, but I'm interested in your views.

EP4
I feel it sits well with our role as educational psychologists. I don't…. I'm not sitting here thinking 'oh that's really radical' like. So, I suppose a bit from a service perspective… we've offered to help because we are interested in, and we've enjoyed the sessions. And some people feel more comfortable …. I'm talking about as in the service, educational psychologists…. feel more comfortable as a supervisee than a supervisor. Experiences are very different. We know that relationships are different. So, I guess for me, if we're offering it as a service, thinking about what the expectation is on every EP in the service. Or is this what we would like to offer as a service and who would be interested in that. Because you would hope that the people who put their hands up are the ones who are feeling they are interested in that. And there is also building the confidence and skills in other EPs as well, which we kind of touched on. So, I think there's a couple of things there for me. And the other part is, as a service, if we're going to offer quality supervision, then we have to reflect that in our service so we're offering each other quality supervision and that's a constant as well. So that you know, we are living and breathing what we are putting out there.

EP8
I agree with everything that you've just said there *EP4* about the quality. And for me, it wouldn't necessarily be so much about training or support, its really about people's skill levels. And I guess maybe some of that is confidence. And so, I guess opportunities to practice and like *EP6* was saying that might be within your own colleagues first of all within the service and then you know practising on one teacher or whatever the route of that might be. But for me it's more about skills than actual training. Because I'm thinking about the psychology behind all of it. It's really just building that relationship that leads to good supervision, rather than necessarily a model or a specific framework. It's not the knowledge that needs to come, it's

actually the skills and the relationship. Unless I'm missing something and if I am then…. Yeah, that's where I'm at with supervision. It's about the relationship.

EP1

To some extent I agree with that. You can have all the skill in the world, but if you don't have a good relationship with your supervisee, the process just won't work. But I do think that supervision is different to our other roles and something we need to learn about and THEN go and practice. Its not consultation, or coaching, there is something about holding, containing and influencing as well, that is all OK in this process. Until I did my formal training in supervision, I am not sure I appreciated that and so I do think we need to keep supporting each other and learning more. Maybe reading papers. Maybe presentations. I don't know, but we can't just leave it to chance and assume folks will 'get it'.

B

Yeah, the feedback has been around both. It's been about the relationship, most definitely. You can't have good supervision without a good relationship, but also the skills that we bring and things that you have all said, you know about reflecting and talking about our knowledge of child development and understanding the stress reaction in the body and locus of control and where are all of these things sit. So, the psychology, human psychology has been really well, well received by the head teachers who have been involved in the last 6 months. So, I think there's a bit of both. I think there's a bit of understanding of the psychology generally and the experiences that we bring in that respect and the relationship and the skills. That we are able to sit with unpredictable situations and reflect back and actively listen to what's going on.

Okay so would you recommend providing supervision to others and if so why. So other people who didn't participate for a whole variety of reasons, you know, didn't have time, didn't feel they would have the skill, or not able to do it just now. Is it something that …. I guess that question is, 'Is it something that you got enjoyment from or something from yourselves?' What is that then?

EP6

It's been one of the highlights of my month each month it's been really lovely a really, really, useful thing to do that has absolutely no follow-up involved and no filing.

EP3

I agree. A highlight. Something to look forward to.

EP6

Yeah, it really has been a highlight. It's been a joy to hear actually about the developments. You know it's like waiting to hear about the next exciting instalment. It's been just fantastic. It really has. It's been great. I really, really enjoyed it.

EP3

I'm glad you've had the continuity because for me it's been the anticipation of what on earth is going to appear today rather than hear how that last thing developed. Because I may never see that thing again.

EP6

Oh no I've just made a point of asking about the thing before because I was keen to know how it had gone. So, you know in that five-minutes at the beginning settling down period and then it's wham, what now.

EP3

It just feels such a terribly worthwhile thing to do.

B

Why does it feel worthwhile *EP3*? Why does it feel like that to you?

EP3

So, one answer might be pure self-delusion, but the other answer might be those little bits of feedback to get when a conversation is valued. Which aren't necessarily someone saying thank you that was a really useful conversation which they won't necessarily. Something… just that sense of, I don't know, just that sense it's gone well.

EP4

I think it's a bit. The experience for me it's just knowing that the skills that we can bring to that conversation is helping someone shift their thinking for the better for themselves. So that things could change for them. And for me there's just …. you know, when you've had that moment of 'Oh, I hadn't really thought about it like that' and then for them to start unpicking what that might look like for them if they were to go down that route and then realising 'You know what, I think I might do X and see how that goes.' To me that was just like 'yeah' and then to maybe come back and go 'So how did X go?' 'Actually, I'm not doing too badly.' And there's a different, there's a different feel. And that feels like you're helping somebody see for themselves what those little things they could do that's going to make that situation better in the longer term. So, I think that would definitely be, has been, the value of doing it for me.

EP8

Yes, I would concur with that *EP4*. The thinking. The person having those thoughts and then making those behavioural changes as well. To do the X that you were talking about. So, in my person's case, to not work one evening a week. Which actually then suddenly became not working two evenings a week. Excellent. So, in terms of linking it back to one of your other questions B, 'Should Highland Council really be thinking about that?' Well actually maybe they should. Because I have a feeling – I don't know how it could be measured – but in terms of quality supervision, but whether this employee is actually doing more quality work if they are not experiencing so much burn out and things like that. Or, you know the longevity of the headteacher. We're seeing quite a lot of them retiring early, whereas

actually if this head teacher makes some changes now and manages to sustain her career over longer rather than working, you know, too much and becoming frazzled and leaving early. It could have far, you know, reaching consequences that we are not actually measuring at the moment. But for me, yeah, that was really powerful. It was having those thoughts as *EP4* was saying and then it actually led to behavioural changes as well. That was, that was for me the lovely thing to see.

EP7

Yes, I would agree. It's kind of unique because the head teachers wouldn't have it if we hadn't provided it. They wouldn't have that safe space which is a confidential space. I mean yes. they could talk to their partners or friends outwith work and people probably do do that sort of thing. But at least in this, it was within the realms of a confidential Highland Council space to do that and as you say. I think you were implying *EP8* that without that the head teachers would, could be quite fragile. So, it is important. I think the main support as you said as well is this kind of thing. Just having a chance to catch up. And so again they just know, head teachers know they're not just, they're part of a group that is doing it as well. We're part of a group who are supporting headteachers. I'm not sure about the time, how you would, you know, how you manage X number of head teachers with Y number of EPs. And you know, it would have to be time limited. It couldn't be on going for always. It would have to be time limited, a block and then someone else's turn, if you wanted to make it something doable over time.

B

What would feel right in terms of a, in terms of a block. Because I guess if you're getting to know somebody the first couple of sessions and maybe building the relationship even. Some people will find that a lot easier than others. If we were offering something, would the frequency of monthly be reasonable? Six sessions, three sessions. We've talked about three-session change before. What do you think? Or is it something that you offer and there's a minimum so you can extend it to a maximum number what do you feel might be workable.

EP1

6 felt a good number to get a chance to build a relationship and get going and then review, but I would want to option of continuing for another 6 if it was going really well or stopping if the head teacher didn't feel it was required at that time. But there needs to be a way to request input down the line again….so not just a one-off offer, but something a head teacher could come back to.

EP6

I'm wondering whether some of the success that we've just been talking about is because the group is a bit self-selecting and that actually, its not gonna be, we're not gonna have a tsunami of people stampeding for EP supervision. So having a really clear six sessions because that feels like it's been a really good number to me. I think any fewer than that and you're struggling to build that relationship that we've been talking about. Although three sessions change, if there was something in particular that they wanted to do something around, but then it doesn't feel that that's the

wellbeing remit at the core of it. I don't think that would be a three-session change thing. Yeah, so six sessions.

EP3

I'm not particularly drawn to rationing models with any service as you know. Because I think that's a way to generate uncontrolled time. I'm not sure there will necessarily be…. there'll be a lot of people who would say they would love it, but the number of people who would actually do it I think would be small and I think it would be a mistake if we designed a system around an assumption that lots and lots of people would persist with it and make good use of it. So, there's something to be said for it being a limited offer rather than a rationed offer if that makes sense. So, we make sure that we keep the quality of the relationship and the open endedness. And then I didn't get any sense of relief from my 2, that it was over. Nor did I get a huge sense of grief that it wasn't carrying on. But that's of course within the envelope of an understood project, and of course we have to say as well that part of the motivation was to assist you with your project so outside that context it might be a little bit different, what people want. And I guess the other thing about the limited number of sessions is something …sorry, I can't remember who mentioned it. It was right at the beginning about the rhythm of the school year and it's a shame that some people get stuck with awful June and others have the endless leisure of time in November. And so that's to think about too. So maybe limited rather than rationed I think might be the model. Follow up naturally and may be take it quite slowly.

B

I have to say that although all the headteachers knew that this was about six sessions maximum. When I asked them the question 'If it was able to be continued would you want it to?' They all said 'yes'. But you're right they were a self-selecting group. So, we pitched this to headteachers quite specifically to try and keep the group small and manageable. The offer small and quite precise. But are there particular groups, other groups that you think might benefit? Or do you think head teachers is the right group or, like you were saying *EP6*, about offering it to, kind of, maybe a network within a school. What do you feel?

EP8

I think deputy heads of secondaries. The ones that are like the ASN or the pastoral team. I think they could definitely benefit. Likewise, like the PT ASN and the Guidance teachers like *EP6* was saying secondary.

EP7

And maybe head teachers who are relatively new into post as well. Although there is no reason why it should be that group, but it would be a sensible targeted group to support.

B

Is the criteria more about somebody who would use the offer best rather than in a position.

EP7

How would you judge that?

B

I don't know. Offer and see if they would take it up. I don't know.

EP4

I don't know. I'm wondering about…. head teachers are going out of their way to support their colleagues, their various colleagues within their school. So for me there is something there about…and this is where it stems from doesn't it, what is - who is there for them? Because they are there for everybody else. So, I guess in my head it feels like it mainly would sit with head teachers because to me I could see that they're the people that are not getting that need met. And even very busy head teachers whose own well-being has come into question; they're still giving themselves to people. They're still containing everybody's feelings and thoughts et cetera so for me it feels like that's got to go somewhere and that's where it feels like the priority is. Just reflecting on the experience over the last six months with the two headteacher's I've had.

EP3

Yeah, one of my guys expressed that, very explicitly. Yes, he said 'My job is to absorb and absorb and absorb and now I'm sitting here on Friday afternoon. I have to go home for the weekend.' I think it's something about shepherding the shepherds here, carrying the can carriers. Not just that they have a difficult job because I would make a case that our Early Years Practitioners have the hardest job within education. But it's the can carriers who have to carry the can and they have no opportunity to put the can down for half an hour and we do provide that through supervision. And that doesn't matter ….as you say that's to a certain extent self-selecting, because I think *EP8*'s right – deputes in secondary schools often carry a lot of cans. But for it to go wider than that, it tends to be that we support lots of people with tricky jobs as opposed to the ones who are alone at the top of the triangle. And we start to lose systemic impact then.

EP1

I agree. I think we could be in danger of spreading ourselves too thin. The gap seems to be with head teachers. Where can they go for support? I think that should be our initial target audience and then we can review and see.

B

Yeah, no that makes sense. The last question on the slide then, I think you've kind of started to answer through some of the other ones. What have you learned about setting aside time or space or, you know, around supervision? What are your thoughts on that, from your perspective and also from the head teachers' perspectives?

EP4

Well, it's been interesting doing it on-line. You know, if I think of my own experience of supervision over the years, you know, on-line supervision, I did wonder whether it would have that same feeling of connection that you have when you're in a room. And it hasn't been as bad as I thought it was gonna be. I think there's something there about, even though we've managed to carve out the time and have those dates. I think both for the head teacher and for myself that has been shoehorned into a very busy period already in the diary. So, I guess that in thinking about wellbeing both for the supervisor and the supervisee, it's that time before that you prepare for supervision, that you've managed to get rid of what you've just had to deal with so that you're open and you can have that reflective conversation. So, I think I've definitely learned that. That actually just taking a five-minute breath sometimes isn't. You need a bit. If you're going to do quality supervision you need to protect the time before and a wee bit after as well. So, I think that's what I would contribute to that question B.

B
Any other thoughts?

EP7
I thought virtual was fine and it allowed for the flexibility. It would be a nightmare if you kept cancelling and you were turning up…. well, I suppose if it was done in advance you could rearrange. So no, I think it worked fine that way. I don't know, I mean I haven't got anything to compare it with because I haven't done it face-to-face. Yep, that's another study isn't it B.

EP1
I wasn't sure how it would work for me either. The supervision that I have done has been face to face in the past. Like, the type of supervision with head teachers and carrying it out and contracting it. And I'm a fan of that because I think you're there in the room with people. But actually, and maybe it was just because we were all used to working on-line by the time, we started it. We were able to kind of do it and it didn't feel too strange at all. I was quite surprised that it didn't feel odd.

EP3
Yes, I think we can over rate this. I mean throughout my young adult hood had many anguished telephone calls with my parents and they still managed to give me some good advice. So, we do do it in other forms of life, and I suppose that for me, I'm leading into what for me was the main learning here which is relax and have a human conversation. Trust the process. It will unfold. And the only thing to add to that is, as a psychologist rather than a human being, just watching and making the connection. I'm not worried about the time. I've shared before you know 10 minutes in, and you think 'How am I going to fill this out?' I'm going to have to share something. And then it's going 'bong' and the hour's past. So, trust it. Relax and trust it.

B
There is just one more slide that I've got and it's just asking some last questions. I'm just watching your time as well *EP6* you'll want to shoot off sharpish. So, just over

the course of this whole project, over the last six months, what have your overall thoughts been? Have there been any kind of direct changes in your practice as a result of taking part. Or have there been any other kind of incidentally changes, either direct changes or incidental changes. This is just an AOB question, I guess. Is there anything else that you have thought about or reflected on that would be helpful for me to capture.

EP6

Not about supervision as such. However, some of the conversations with the person that I have been doing the supervision with have made links to things that are going on in education more broadly. And they've come up in conversation with other people that I wouldn't have known about if I hadn't had that conversation. You know, so actually just from a …. I don't know it's just been really useful and enjoyable conversations. So, I wouldn't say that it's changed my practice as such, but they have changed the content of what I know about.

B

Yeah, just broadened that a bit. Yeah. Anything else from anybody else.

EP1

It has sharpened the conversations I have with others; I think. Just more practice and a reminder of the importance of that relationship, even in the short conversations. Also, a reminder of how lucky we are having supervision and peer support as part of our role and the gap that exists in education.

EP4

I don't know I think whenever you have a conversation with one other person, for me there's that …. you can hear and feel your skills being used more. I don't know, for me there's a dynamic of lots of people and you're contributing to that. You're aware of what you're saying because you're actively listening, but there is something different about that one-to-one conversation and the skills that you actually you are using and being able to reflect on them, I think. I'm probably not articulating that very well. I know what I mean.

EP8

Feeling like you're using psychology *EP4*?

EP4

Yeah, well sometimes I just feel like I'm suggesting the same thing over and over again.

B

And responding in the moment I understand that.

EP7

I think…probably noted already but, definitely a clear insight into the life of a very busy headteacher and you know I'm sure it's quite common. They're doing an awful

lot; you know they're juggling a huge amount. Protecting their staff as well as looking after the wellbeing and yeah, they're on a tight rope I think sometimes between their school and the authority, and they walk that tight rope alone quite a lot. And I suppose I knew that but it's just getting the example. It's sobering.

B
Yes. and I've written up the first couple of workshops and that comes through loud and clear in terms of how busy they all are and how stretched they all are.

Okay so that really is it. I thought we would be able to just fill the hour and not more than that. I really am so appreciative of your contributions and supporting the whole process. The head teachers have completed a couple of surveys along the way, and I've asked them to complete a final one. They've been completed anonymously. I think I've got so much just from the dialogue in the workshops, and they have been so appreciative of the sessions. Thank you so much. Enjoy the rest of the week. Summer is just around the corner thank you all take care bye.

End 4:58pm

Appendix 23 – Wellbeing Measurement for School Staff

1a Staff Wellbeing and Perception of Stress

Statement In the last 2 weeks….	None of the time	Rarely	Some of the time	Often	All the time
1. I've been feeling optimistic about the future					
2. I've been feeling useful					
3. I've been feeling relaxed					
4. I've been dealing with problems well					
5. I've been thinking clearly					
6. I've been feeling close to other people					
7. I've been able to make my mind up about things					

1b Staff Wellbeing and Perception of Stress

Statement	None of the time	Rarely	Some of the time	Often	All the time
1. In the last month, how often have you been upset because of something that happened unexpectedly?					
2. In the last month, how often have you felt that you were unable to control the important things in your life?					
3. In the last month, how often have you felt nervous and "stressed"?					
4. In the last month, how often have you felt confident about your ability to handle your personal problems?					
5. In the last month, how often have you felt that things were going your way?					
6. In the last month, how often have you found that you could not cope with all the things that you had to do?					
7. In the last month, how often have you been able to control irritations?					
8. In the last month, how often have you felt that you were on top of things?					
9. In the last month, how often have you been angered because of things that were outside of your control?					
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?					

Section 2 Staff Wellbeing at your school

Statement	Choose one response
My work has a positive impact on my mental health and wellbeing.	c All of the time c Often c Some of the time c Not at all
In my school staff are encouraged to speak openly about their mental wellbeing	c Strongly agree c Agree c Disagree c Strongly disagree
In my school we have a MHW policy in place, which includes the WB of staff.	c Yes c No c Don't know
Have any of the following caused you to feel stressed or unhappy at work over the last 2 weeks (select as many as apply)	c Accountability (including performance, test scores, inspections) c Workload and work-life balance c Administrative tasks c Relationship with parents c Relationship with colleagues c Relationship with senior leadership team c Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour c Other c I have not felt stressed or unhappy at work over the last 2 weeks
If I felt stressed or worried at work, I would be most likely to seek help from (select as many as apply)	c Line manager c Senior leadership team c A colleague in a similar role to myself c My GP c A mental health professional (e.g. a counsellor, over the phone or face-to-face) c A friend or family member who does not work at my school/college c Nobody c Other c I have not felt stressed or unhappy at work over the last 2 weeks
If I approached my manager about my mental wellbeing, I am confident that I would be well supported.	c Strongly agree c Agree c Disagree c Strongly disagree
My school senior leadership team takes active steps to support the mental wellbeing of all staff.	c Strongly agree c Agree c Disagree c Strongly disagree
Which of the following types of initiative do you feel would be most valuable to	c Increased information, training and awareness about staff mental wellbeing c Peer support

improving your mental wellbeing at work?	c Access to occupational health/professional mental health support c Time off and flexible working schemes c Reduction in workload c Limiting working hours c More/better supervision from managers c Other

Appendix 24 – Summary of Completed Monthly Surveys

Month 1 Wellbeing Measurement for Schools/HTs

https://www.annafreud.org/media/13448/wellbeing-measurement-for-schools-staff-survey-final-version-290321.pdf

1a Staff Wellbeing and Perception of Stress

Statement In the last 2 weeks….	None of the time	Rarely	Some of the time	Often	All the time
1. I've been feeling optimistic about the future					
HT 1			X		
HT 2				X	
HT 3				X	
HT 4					
HT 5		X			
HT 6			X		
HT 7			X		
HT 8			X		
HT 9			X		
HT 10					X
2. I've been feeling useful					
HT 1					X
HT 2				X	
HT 3				X	
HT 4					
HT 5			X		
HT 6				X	
HT 7			X		
HT 8		X			
HT 9				X	
HT 10				X	
3. I've been feeling relaxed					
HT 1		X			
HT 2		X			
HT 3		X			
HT 4					
HT 5	X				
HT 6			X		
HT 7	X				
HT 8		X			
HT 9		X			
HT 10			X		
4. I've been dealing with problems well					
HT 1				X	
HT 2			X		
HT 3				X	

	None of the time	Rarely	Some of the time	Often	All the time
HT 4					
HT 5			X		
HT 6				X	
HT 7			X		
HT 8			X		
HT 9				X	
HT 10			X		
5. I've been thinking clearly					
HT 1				X	
HT 2			X		
HT 3			X		
HT 4					
HT 5			X		
HT 6			X		
HT 7			X		
HT 8			X		
HT 9			X		
HT 10				X	
6. I've been feeling close to other people					
HT 1			X		
HT 2		X			
HT 3			X		
HT 4					
HT 5				X	
HT 6			X		
HT 7			X		
HT 8			X		
HT 9			X		
HT 10				X	
7. I've been able to make my mind up about things					
HT 1				X	
HT 2				X	
HT 3			X		
HT 4					
HT 5				X	
HT 6				X	
HT 7			X		
HT 8				X	
HT 9				X	
HT 10				X	

1b Staff Wellbeing and Perception of Stress

Statement	None of the time	Rarely	Some of the time	Often	All the time
1. In the last month, how often have you been upset because of something that happened unexpectedly?					

HT 1			X		
HT 2		X			
HT 3		X			
HT 4					
HT 5			X		
HT 6		X			
HT 7			X		
HT 8				X	
HT 9			X		
HT 10	X				

2. In the last month, how often have you felt that you were unable to control the important things in your life?

HT 1			X		
HT 2				X	
HT 3			X		
HT 4					
HT 5			X		
HT 6		X			
HT 7				X	
HT 8				X	
HT 9			X		
HT 10		X			

3. In the last month, how often have you felt nervous and "stressed"?

HT 1			X		
HT 2				X	
HT 3			X		
HT 4					
HT 5			X		
HT 6		X			
HT 7				X	
HT 8				X	
HT 9				X	
HT 10			X		

4. In the last month, how often have you felt confident about your ability to handle your personal problems?

HT 1				X	
HT 2			X		
HT 3			X		
HT 4					
HT 5				X	
HT 6				X	
HT 7			X		
HT 8			X		
HT 9				X	
HT 10			X		

5. In the last month, how often have you felt that things were going your way?

HT 1			X		
HT 2			X		
HT 3			X		
HT 4					
HT 5		X			
HT 6			X		
HT 7		X			
HT 8		X			
HT 9			X		
HT 10				X	

6. In the last month, how often have you found that you could not cope with all the things that you had to do?

HT 1				X	
HT 2		X			
HT 3		X			
HT 4					
HT 5				X	
HT 6			X		
HT 7				X	
HT 8		X			
HT 9				X	
HT 10		X			

7. In the last month, how often have you been able to control irritations?

HT 1			X		
HT 2			X		
HT 3				X	
HT 4					
HT 5		X			
HT 6				X	
HT 7				X	
HT 8		X			
HT 9				X	
HT 10				X	

8. In the last month, how often have you felt that you were on top of things?

HT 1			X		
HT 2		X			
HT 3			X		
HT 4					
HT 5		X			
HT 6			X		
HT 7	X				
HT 8		X			
HT 9		X			
HT 10				X	

9. In the last month, how often have you been angered because of things that were outside of your control?

	Col1	Col2	Col3	Col4	Col5
HT 1		X			
HT 2			X		
HT 3			X		
HT 4					
HT 5				X	
HT 6		X			
HT 7			X		
HT 8				X	
HT 9				X	
HT 10	X				

10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?					
HT 1		X			
HT 2		X			
HT 3			X		
HT 4					
HT 5				X	
HT 6			X		
HT 7				X	
HT 8			X		
HT 9			X		
HT 10		X			

Section 2 Staff Wellbeing at your school

Statement	Choose one response
My work has a positive impact on my mental health and wellbeing.	c All of the time c Often c Some of the time c Not at all
HT 1	Some of the time
HT 2	Often
HT 3	Some of the time
HT 4	
HT 5	Some of the time
HT 6	Often
HT 7	Often
HT 8	Some of the time
HT 9	Some of the time
HT 10	Often
In my school staff are encouraged to speak openly about their mental wellbeing	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	Agree
HT 2	Strongly agree
HT 3	Agree

HT 4	
HT 5	Agree
HT 6	Strongly agree
HT 7	Agree
HT 8	Agree
HT 9	Strongly agree
HT 10	Agree
In my school we have a MHW policy in place, which includes the WB of staff.	c Yes c No c Don't know
HT 1	On its way
HT 2	No – but are using the Ch MH+W resource to support
HT 3	No
HT 4	
HT 5	Yes
HT 6	No
HT 7	No
HT 8	Blank
HT 9	No
HT 10	Don't know
Have any of the following caused you to feel stressed or unhappy at work over the last 2 weeks (select as many as apply)?	c Accountability (including performance, test scores, inspections) c Workload and work-life balance c Administrative tasks c Relationship with parents c Relationship with colleagues c Relationship with senior leadership team c Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour c Other c I have not felt stressed or unhappy at work over the last 2 weeks
HT 1	Workload and work-life balance Relationship with colleagues Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour
HT 2	Accountability (including performance, test scores, inspections) Workload and work-life balance Administrative tasks Relationship with parents Relationship with senior leadership team
HT 3	Administrative tasks
HT 4	

HT 5	Workload and work-life balance Administrative tasks Relationship with parents
HT 6	Accountability (including performance, test scores, inspections) Workload and work-life balance Relationship with parents Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour Other
HT 7	Accountability (including performance, test scores, inspections) Workload and work-life balance Administrative tasks Relationship with parents Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour
HT 8	Accountability (including performance, test scores, inspections) Workload and work-life balance Administrative tasks Relationship with parents Relationship with colleagues Relationship with senior leadership team Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour Other
HT 9	Accountability (including performance, test scores, inspections) Workload and work-life balance Administrative tasks Relationship with parents Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour
HT 10	Accountability (including performance, test scores, inspections) Administrative tasks
If I felt stressed or worried at work, I would be most likely to seek help from (select as many as apply):	c Line manager c Senior leadership team c A colleague in a similar role to myself c My GP c A mental health professional (e.g. a counsellor, over the phone or face-to-face) c A friend or family member who does not work at my school/college c Nobody c Other

	c I have not felt stressed or unhappy at work over the last 2 weeks
HT 1	Line manager A friend or family member who does not work at my school/college
HT 2	A friend or family member who does not work at my school/college
HT 3	A friend or family member who does not work at my school/college
HT 4	
HT 5	Senior leadership team A colleague in a similar role to myself
HT 6	A colleague in a similar role to myself A friend or family member who does not work at my school/college
HT 7	Senior leadership team A colleague in a similar role to myself A friend or family member who does not work at my school/college
HT 8	A colleague in a similar role to myself
HT 9	Line manager Senior leadership team A colleague in a similar role to myself A friend or family member who does not work at my school/college
HT 10	Line manager A colleague in a similar role to myself
If I approached my manager about my mental wellbeing, I am confident that I would be well supported.	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	Strongly agree – although it is difficult when we are SMT and in the same boat
HT 2	Disagree – it would appear that way but there is a lack of awareness of the pressure we face
HT 3	Agree
HT 4	
HT 5	Disagree
HT 6	Agree
HT 7	Agree
HT 8	Agree
HT 9	Strongly agree
HT 10	Strongly disagree
My school senior leadership team takes active steps to support the mental wellbeing of all staff.	c Strongly agree c Agree c Disagree

		c Strongly disagree
HT 1		Agree – we are working on it but I would like to do more
HT 2		Agree
HT 3		Agree
HT 4		
HT 5		Agree
HT 6		n/a - no SLT
HT 7		Agree
HT 8		Agree
HT 9		Agree
HT 10		Agree
Which of the following types of initiative do you feel would be most valuable to improving your mental wellbeing at work?		c Increased information, training and awareness about staff mental wellbeing c Peer support c Access to occupational health/professional mental health support c Time off and flexible working schemes c Reduction in workload c Limiting working hours c More/better supervision from managers c Other
HT 1		Access to occupational health/professional mental health support Time off and flexible working schemes – not easy or possible in schools Reduction in workload Limiting working hours More/better supervision from managers
HT 2		Peer support Access to occupational health/professional mental health support Reduction in workload Limiting working hours More/better supervision from managers
HT 3		Time off and flexible working schemes More/better supervision from managers
HT 4		
HT 5		Reduction in workload More/better supervision from managers
HT 6		Increased information, training and awareness about staff mental wellbeing Peer support Reduction in workload Limiting working hours More/better supervision from managers

HT 7	Peer support Reduction in workload Limiting working hours More/better supervision from managers
HT 8	Other
HT 9	Peer support Reduction in workload Limiting working hours
HT 10	Increased information, training and awareness about staff mental wellbeing Reduction in workload More/better supervision from managers

Month 2 Wellbeing Measurement for Schools/HTs

https://www.annafreud.org/media/13448/wellbeing-measurement-for-schools-staff-survey-final-version-290321.pdf

1a Staff Wellbeing and Perception of Stress

Statement In the last 2 weeks….	None of the time	Rarely	Some of the time	Often	All the time
1. I've been feeling optimistic about the future					
HT 1			x		
HT 2				x	
HT 3				X	
HT 4					
HT 5	X				
HT 6			x		
HT 7					
HT 8					
HT 9					
HT 10			X		
2. I've been feeling useful					
HT 1				x	
HT 2				x	
HT 3				X	
HT 4					
HT 5		X			
HT 6				x	
HT 7					
HT 8					
HT 9					
HT 10			X		
3. I've been feeling relaxed					
HT 1		X			
HT 2			x		
HT 3		X			
HT 4					
HT 5		X			
HT 6		x			
HT 7					
HT 8					
HT 9					
HT 10			X		
4. I've been dealing with problems well					
HT 1				X	
HT 2				x	
HT 3				x	
HT 4					
HT 5			X		
HT 6				x	

	None of the time	Rarely	Some of the time	Often	All the time
HT 7					
HT 8					
HT 9					
HT 10		X			
5. I've been thinking clearly					
HT 1				x	
HT 2			X		
HT 3			X		
HT 4					
HT 5			X		
HT 6				x	
HT 7					
HT 8					
HT 9					
HT 10		X			
6. I've been feeling close to other people					
HT 1				X	
HT 2				x	
HT 3			X		
HT 4					
HT 5		X			
HT 6			x		
HT 7					
HT 8					
HT 9					
HT 10			X		
7. I've been able to make my mind up about things					
HT 1				X	
HT 2				x	
HT 3			X		
HT 4					
HT 5				X	
HT 6				x	
HT 7					
HT 8					
HT 9					
HT 10			X		

1b Staff Wellbeing and Perception of Stress

Statement	None of the time	Rarely	Some of the time	Often	All the time
1. In the last month, how often have you been upset because of something that happened unexpectedly?					
HT 1			x		
HT 2		x			
HT 3		X			

HT 4					
HT 5			X		
HT 6		x			
HT 7					
HT 8					
HT 9					
HT 10	X				

2. In the last month, how often have you felt that you were unable to control the important things in your life?

HT 1			X		
HT 2			X		
HT 3				X	
HT 4					
HT 5				X	
HT 6		x			
HT 7					
HT 8					
HT 9					
HT 10			X		

3. In the last month, how often have you felt nervous and "stressed"?

HT 1				X	
HT 2			x		
HT 3			X		
HT 4					
HT 5		X			
HT 6			x		
HT 7					
HT 8					
HT 9					
HT 10				X	

4. In the last month, how often have you felt confident about your ability to handle your personal problems?

HT 1				x	
HT 2				x	
HT 3				X	
HT 4					
HT 5			X		
HT 6				x	
HT 7					
HT 8					
HT 9					
HT 10			X		

5. In the last month, how often have you felt that things were going your way?

HT 1				x	
HT 2				x	
HT 3				X	

HT 4					
HT 5		X			
HT 6				x	
HT 7					
HT 8					
HT 9					
HT 10			X		
6. In the last month, how often have you found that you could not cope with all the things that you had to do?					
HT 1				x	
HT 2		X			
HT 3		X			
HT 4					
HT 5			X		
HT 6			x		
HT 7					
HT 8					
HT 9					
HT 10			X		
7. In the last month, how often have you been able to control irritations?					
HT 1				x	
HT 2				x	
HT 3				X	
HT 4					
HT 5			X		
HT 6					x
HT 7					
HT 8					
HT 9					
HT 10					X
8. In the last month, how often have you felt that you were on top of things?					
HT 1				x	
HT 2			X		
HT 3			X		
HT 4					
HT 5	X				
HT 6		x			
HT 7					
HT 8					
HT 9					
HT 10			X		
9. In the last month, how often have you been angered because of things that were outside of your control?					
HT 1			x		
HT 2			x		
HT 3			X		

HT 4					
HT 5				X	
HT 6		x			
HT 7					
HT 8					
HT 9					
HT 10		X			
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?					
HT 1		x			
HT 2		x			
HT 3			X		
HT 4					
HT 5			X		
HT 6	x				
HT 7					
HT 8					
HT 9					
HT 10			X		

Section 2 Staff Wellbeing at your school

Statement	Choose one response
My work has a positive impact on my mental health and wellbeing.	c All of the time c Often c Some of the time c Not at all
HT 1	Some of the time
HT 2	Often
HT 3	Some of the time
HT 4	
HT 5	Some of the time
HT 6	Some of the time
HT 7	
HT 8	
HT 9	
HT 10	Often
In my school staff are encouraged to speak openly about their mental wellbeing	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	Agree
HT 2	Strongly agree
HT 3	Agree
HT 4	
HT 5	Agree
HT 6	Agree

HT 7	
HT 8	
HT 9	
HT 10	Disagree
In my school we have a MHW policy in place, which includes the WB of staff.	c Yes c No c Don't know
HT 1	No (on its way – adding to workload)
HT 2	Don't know (We don't have something specific to our school but id like to take that forward)
HT 3	No
HT 4	
HT 5	Yes
HT 6	No
HT 7	
HT 8	
HT 9	
HT 10	Don't know
Have any of the following caused you to feel stressed or unhappy at work over the last 2 weeks (select as many as apply)?	c Accountability (including performance, test scores, inspections) c Workload and work-life balance c Administrative tasks c Relationship with parents c Relationship with colleagues c Relationship with senior leadership team c Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour c Other c I have not felt stressed or unhappy at work over the last 2 weeks
HT 1	Workload and work-life balance
HT 2	Workload and work-life balance Relationship with senior leadership team Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour
HT 3	Workload and work-life balance
HT 4	
HT 5	Accountability (including performance, test scores, inspections) Administrative tasks Relationship with parents
HT 6	Accountability (including performance, test scores, inspections) Workload and work-life balance Relationship with parents Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour

HT 7	
HT 8	
HT 9	
HT 10	Accountability (including performance, test scores, inspections) Workload and work-life balance Administrative tasks Relationship with colleagues
If I felt stressed or worried at work, I would be most likely to seek help from (select as many as apply):	c Line manager c Senior leadership team c A colleague in a similar role to myself c My GP c A mental health professional (e.g. a counsellor, over the phone or face-to-face) c A friend or family member who does not work at my school/college c Nobody c Other c I have not felt stressed or unhappy at work over the last 2 weeks
HT 1	Line manager A friend or family member who does not work at my school/college
HT 2	A friend or family member who does not work at my school/college
HT 3	Senior leadership team A friend or family member who does not work at my school/college
HT 4	
HT 5	A colleague in a similar role to myself
HT 6	A colleague in a similar role to myself A friend or family member who does not work at my school/college
HT 7	
HT 8	
HT 9	
HT 10	A colleague in a similar role to myself
If I approached my manager about my mental wellbeing, I am confident that I would be well supported.	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	Agree
HT 2	Disagree
HT 3	Agree
HT 4	
HT 5	Strongly disagree

HT 6	Agree
HT 7	
HT 8	
HT 9	
HT 10	Disagree
My school senior leadership team takes active steps to support the mental wellbeing of all staff.	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	Agree
HT 2	Agree
HT 3	Agree
HT 4	
HT 5	Agree
HT 6	Agree
HT 7	
HT 8	
HT 9	
HT 10	Agree
Which of the following types of initiative do you feel would be most valuable to improving your mental wellbeing at work?	c Increased information, training and awareness about staff mental wellbeing c Peer support c Access to occupational health/professional mental health support c Time off and flexible working schemes c Reduction in workload c Limiting working hours c More/better supervision from managers c Other
HT 1	Time off and flexible working schemes Reduction in workload Limiting working hours More/better supervision from managers
HT 2	Peer support Time off and flexible working schemes Reduction in workload Limiting working hours More/better supervision from managers
HT 3	Time off and flexible working schemes More/better supervision from managers
HT 4	
HT 5	Reduction in workload Limiting working hours
HT 6	Increased information, training and awareness about staff mental wellbeing

	Peer support Limiting working hours More/better supervision from managers
HT 7	
HT 8	
HT 9	
HT 10	Peer support Time off and flexible working schemes Reduction in workload Limiting working hours More/better supervision from managers

Month 3 Wellbeing Measurement for Schools/HTs

https://www.annafreud.org/media/13448/wellbeing-measurement-for-schools-staff-survey-final-version-290321.pdf

1a Staff Wellbeing and Perception of Stress

Statement In the last 2 weeks….	None of the time	Rarely	Some of the time	Often	All the time
1. I've been feeling optimistic about the future					
HT 1					
HT 2				X	
HT 3				X	
HT 4					
HT 5	x				
HT 6				x	
HT 7					
HT 8			x		
HT 9					
HT 10				x	
2. I've been feeling useful					
HT 1					
HT 2				x	
HT 3			x		
HT 4					
HT 5			x		
HT 6				x	
HT 7					
HT 8			x		
HT 9					
HT 10				x	
3. I've been feeling relaxed					
HT 1					
HT 2				x	
HT 3			x		
HT 4					
HT 5	x				
HT 6			x		
HT 7					
HT 8		x			
HT 9					
HT 10			x		
4. I've been dealing with problems well					
HT 1					
HT 2				x	
HT 3				x	
HT 4					
HT 5			x		
HT 6				x	

HT 7					
HT 8			x		
HT 9					
HT 10			x		
5. I've been thinking clearly					
HT 1					
HT 2				x	
HT 3			x		
HT 4					
HT 5			x		
HT 6				x	
HT 7					
HT 8			x		
HT 9					
HT 10			x		
6. I've been feeling close to other people					
HT 1					
HT 2			x		
HT 3			x		
HT 4					
HT 5				x	
HT 6			x		
HT 7					
HT 8			x		
HT 9					
HT 10			x		
7. I've been able to make my mind up about things					
HT 1					
HT 2				x	
HT 3			x		
HT 4					
HT 5					x
HT 6				x	
HT 7					
HT 8			x		
HT 9					
HT 10			x		

1b Staff Wellbeing and Perception of Stress

Statement	None of the time	Rarely	Some of the time	Often	All the time
1. In the last month, how often have you been upset because of something that happened unexpectedly?					
HT 1					
HT 2			x		
HT 3			x		

HT 4					
HT 5				x	
HT 6			x		
HT 7					
HT 8				x	
HT 9					
HT 10	x				
2. In the last month, how often have you felt that you were unable to control the important things in your life?					
HT 1					
HT 2		x			
HT 3		x			
HT 4					
HT 5				x	
HT 6	x				
HT 7					
HT 8			x		
HT 9					
HT 10		x			
3. In the last month, how often have you felt nervous and "stressed"?					
HT 1					
HT 2		x			
HT 3		x			
HT 4					
HT 5				x	
HT 6				x	
HT 7					
HT 8			x		
HT 9					
HT 10		x			
4. In the last month, how often have you felt confident about your ability to handle your personal problems?					
HT 1					
HT 2			x		
HT 3			x		
HT 4					
HT 5				x	
HT 6					x
HT 7					
HT 8				x	
HT 9					
HT 10				x	
5. In the last month, how often have you felt that things were going your way?					
HT 1					
HT 2			x		
HT 3			x		

HT 4					
HT 5		x			
HT 6				x	
HT 7					
HT 8			x		
HT 9					
HT 10			x		
6. In the last month, how often have you found that you could not cope with all the things that you had to do?					
HT 1					
HT 2			x		
HT 3		x			
HT 4					
HT 5			x		
HT 6			x		
HT 7					
HT 8		x			
HT 9					
HT 10			x		
7. In the last month, how often have you been able to control irritations?					
HT 1					
HT 2				x	
HT 3			x		
HT 4					
HT 5			x		
HT 6				x	
HT 7					
HT 8				x	
HT 9					
HT 10					x
8. In the last month, how often have you felt that you were on top of things?					
HT 1					
HT 2			x		
HT 3			x		
HT 4					
HT 5		x			
HT 6			x		
HT 7					
HT 8			x		
HT 9					
HT 10			x		
9. In the last month, how often have you been angered because of things that were outside of your control?					
HT 1					
HT 2			x		
HT 3			x		

HT 4					
HT 5				x	
HT 6			x		
HT 7					
HT 8				x	
HT 9					
HT 10	x				

10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?					
HT 1					
HT 2		x			
HT 3		x			
HT 4					
HT 5			x		
HT 6		x			
HT 7					
HT 8			x		
HT 9					
HT 10			x		

Section 2 Staff Wellbeing at your school

Statement	Choose one response
My work has a positive impact on my mental health and wellbeing.	c All of the time c Often c Some of the time c Not at all
HT 1	
HT 2	Some of the time
HT 3	Often
HT 4	
HT 5	Not at all
HT 6	Some of the time
HT 7	
HT 8	Some of the time
HT 9	
HT 10	Often
In my school staff are encouraged to speak openly about their mental wellbeing	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	
HT 2	Agree
HT 3	Strongly agree
HT 4	
HT 5	Strongly agree
HT 6	Agree

HT 7	
HT 8	Agree
HT 9	
HT 10	Agree
In my school we have a MHW policy in place, which includes the WB of staff.	c Yes c No c Don't know
HT 1	
HT 2	No (Work in progress)
HT 3	No
HT 4	
HT 5	No
HT 6	No
HT 7	
HT 8	Yes
HT 9	
HT 10	No
Have any of the following caused you to feel stressed or unhappy at work over the last 2 weeks (select as many as apply)?	c Accountability (including performance, test scores, inspections) c Workload and work-life balance c Administrative tasks c Relationship with parents c Relationship with colleagues c Relationship with senior leadership team c Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour c Other c I have not felt stressed or unhappy at work over the last 2 weeks
HT 1	
HT 2	Other – Covid impacts
HT 3	Relationship with colleagues Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour
HT 4	
HT 5	Workload and work-life balance Administrative tasks
HT 6	Accountability (including performance, test scores, inspections) Workload and work-life balance Administrative tasks Relationship with parents Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour
HT 7	
HT 8	Accountability (including performance, test scores, inspections) Workload and work-life balance Administrative tasks

	Relationship with parents Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour
HT 9	
HT 10	Accountability (including performance, test scores, inspections) Workload and work-life balance Administrative tasks Relationship with colleagues Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour
If I felt stressed or worried at work, I would be most likely to seek help from (select as many as apply):	c Line manager c Senior leadership team c A colleague in a similar role to myself c My GP c A mental health professional (e.g. a counsellor, over the phone or face-to-face) c A friend or family member who does not work at my school/college c Nobody c Other c I have not felt stressed or unhappy at work over the last 2 weeks
HT 1	
HT 2	A friend or family member who does not work at my school/college
HT 3	Line manager Senior leadership team A colleague in a similar role to myself A friend or family member who does not work at my school/college Other
HT 4	
HT 5	Senior leadership team
HT 6	A colleague in a similar role to myself A friend or family member who does not work at my school/college
HT 7	
HT 8	Other
HT 9	
HT 10	A colleague in a similar role to myself
If I approached my manager about my mental wellbeing, I am confident that I would be well supported.	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	
HT 2	Disagree

HT 3	Agree
HT 4	
HT 5	Strongly disagree
HT 6	Agree
HT 7	
HT 8	Strongly agree
HT 9	
HT 10	Strongly disagree
My school senior leadership team takes active steps to support the mental wellbeing of all staff.	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	
HT 2	Strongly agree
HT 3	Strongly agree
HT 4	
HT 5	Agree
HT 6	Agree
HT 7	
HT 8	Strongly agree
HT 9	
HT 10	Agree
Which of the following types of initiative do you feel would be most valuable to improving your mental wellbeing at work?	c Increased information, training and awareness about staff mental wellbeing c Peer support c Access to occupational health/professional mental health support c Time off and flexible working schemes c Reduction in workload c Limiting working hours c More/better supervision from managers c Other
HT 1	
HT 2	Peer support Reduction in workload More/better supervision from managers
HT 3	Peer support Time off and flexible working schemes Reduction in workload More/better supervision from managers
HT 4	
HT 5	Reduction in workload
HT 6	Increased information, training and awareness about staff mental wellbeing Peer support Limiting working hours

	More/better supervision from managers
HT 7	
HT 8	Peer support
HT 9	
HT 10	Peer support
	Reduction in workload
	More/better supervision from managers

Month 4 Wellbeing Measurement for Schools/HTs

https://www.annafreud.org/media/13448/wellbeing-measurement-for-schools-staff-survey-final-version-290321.pdf

1a Staff Wellbeing and Perception of Stress

Statement In the last 2 weeks….	None of the time	Rarely	Some of the time	Often	All the time
1. I've been feeling optimistic about the future					
HT 1				X	
HT 2				X	
HT 3				x	
HT 4					
HT 5		X			
HT 6					
HT 7				X	
HT 8				x	
HT 9					
HT 10				X	
2. I've been feeling useful					
HT 1				X	
HT 2				X	
HT 3				x	
HT 4					
HT 5				X	
HT 6					
HT 7			X		
HT 8				x	
HT 9					
HT 10			X		
3. I've been feeling relaxed					
HT 1			X		
HT 2				X	
HT 3				x	
HT 4					
HT 5			X		
HT 6					
HT 7			X		
HT 8			x		
HT 9					
HT 10			X		
4. I've been dealing with problems well					
HT 1			X		
HT 2				X	
HT 3				x	
HT 4					
HT 5			X		
HT 6					

	None of the time	Rarely	Some of the time	Often	All the time
HT 7			X		
HT 8				x	
HT 9					
HT 10			X		
5. I've been thinking clearly					
HT 1				X	
HT 2				X	
HT 3				x	
HT 4					
HT 5			X		
HT 6					
HT 7			X		
HT 8				x	
HT 9					
HT 10			X		
6. I've been feeling close to other people					
HT 1				X	
HT 2				X	
HT 3				x	
HT 4					
HT 5			X		
HT 6					
HT 7				X	
HT 8				x	
HT 9					
HT 10			X		
7. I've been able to make my mind up about things					
HT 1				X	
HT 2				X	
HT 3				x	
HT 4					
HT 5					X
HT 6					
HT 7				X	
HT 8					x
HT 9					
HT 10			X		

1b Staff Wellbeing and Perception of Stress

Statement	None of the time	Rarely	Some of the time	Often	All the time
1. In the last month, how often have you been upset because of something that happened unexpectedly?					
HT 1		X			
HT 2		X			
HT 3		x			

HT 4					
HT 5				X	
HT 6					
HT 7		X			
HT 8				x	
HT 9					
HT 10	X				

2. In the last month, how often have you felt that you were unable to control the important things in your life?					
HT 1			X		
HT 2		X			
HT 3		x			
HT 4					
HT 5			X		
HT 6					
HT 7				X	
HT 8			x		
HT 9					
HT 10		X			

3. In the last month, how often have you felt nervous and "stressed"?					
HT 1			X		
HT 2		X			
HT 3		x			
HT 4					
HT 5			X		
HT 6					
HT 7				X	
HT 8				x	
HT 9					
HT 10			X		

4. In the last month, how often have you felt confident about your ability to handle your personal problems?					
HT 1			X		
HT 2				X	
HT 3				x	
HT 4					
HT 5				X	
HT 6					
HT 7				X	
HT 8				x	
HT 9					
HT 10				X	

5. In the last month, how often have you felt that things were going your way?					
HT 1			X		
HT 2				X	
HT 3				x	

HT 4					
HT 5			X		
HT 6					
HT 7		X			
HT 8				X	
HT 9					
HT 10				X	
6. In the last month, how often have you found that you could not cope with all the things that you had to do?					
HT 1				X	
HT 2	X				
HT 3		X			
HT 4					
HT 5			X		
HT 6					
HT 7				X	
HT 8		X			
HT 9					
HT 10			X		
7. In the last month, how often have you been able to control irritations?					
HT 1			X		
HT 2				X	
HT 3				x	
HT 4					
HT 5				X	
HT 6					
HT 7				x	
HT 8				X	
HT 9					
HT 10					X
8. In the last month, how often have you felt that you were on top of things?					
HT 1			X		
HT 2				X	
HT 3				x	
HT 4					
HT 5			X		
HT 6					
HT 7			X		
HT 8			x		
HT 9					
HT 10			X		
9. In the last month, how often have you been angered because of things that were outside of your control?					
HT 1		X			
HT 2		X			
HT 3		x			

HT 4					
HT 5				X	
HT 6					
HT 7		X			
HT 8				x	
HT 9					
HT 10	X				
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?					
HT 1			X		
HT 2	X				
HT 3		x			
HT 4					
HT 5			X		
HT 6					
HT 7				X	
HT 8			x		
HT 9					
HT 10			X		

Section 2 Staff Wellbeing at your school

Statement	Choose one response
My work has a positive impact on my mental health and wellbeing.	c All of the time c Often c Some of the time c Not at all
HT 1	Not at all – Other than seeing people everyday
HT 2	Often
HT 3	Often
HT 4	
HT 5	Some of the time
HT 6	
HT 7	Some of the time
HT 8	Some of the time
HT 9	
HT 10	Some of the time
In my school staff are encouraged to speak openly about their mental wellbeing	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	Agree
HT 2	Strongly agree
HT 3	Strongly agree
HT 4	
HT 5	Agree
HT 6	

HT 7	Agree
HT 8	Agree
HT 9	
HT 10	Agree
In my school we have a MHW policy in place, which includes the WB of staff.	c Yes c No c Don't know
HT 1	No – because its for me to do and I am overwhelmed with work
HT 2	No – ongoing development
HT 3	No
HT 4	
HT 5	We are on the way to having one
HT 6	
HT 7	No
HT 8	Yes
HT 9	
HT 10	No
Have any of the following caused you to feel stressed or unhappy at work over the last 2 weeks (select as many as apply)?	c Accountability (including performance, test scores, inspections) c Workload and work-life balance c Administrative tasks c Relationship with parents c Relationship with colleagues c Relationship with senior leadership team c Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour c Other c I have not felt stressed or unhappy at work over the last 2 weeks
HT 1	Workload and work-life balance Administrative tasks Relationship with parents
HT 2	Relationship with parents Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour
HT 3	I have not felt stressed or unhappy at work over the last 2 weeks
HT 4	
HT 5	Accountability (including performance, test scores, inspections) Relationship with parents Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour
HT 6	
HT 7	Accountability (including performance, test scores, inspections) Workload and work-life balance Administrative tasks
HT 8	Accountability (including performance, test scores, inspections) Workload and work-life balance

	Relationship with parents Relationship with colleagues Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour Other
HT 9	
HT 10	Accountability (including performance, test scores, inspections) Workload and work-life balance Administrative tasks Relationship with colleagues
If I felt stressed or worried at work, I would be most likely to seek help from (select as many as apply):	c Line manager c Senior leadership team c A colleague in a similar role to myself c My GP c A mental health professional (e.g. a counsellor, over the phone or face-to-face) c A friend or family member who does not work at my school/college c Nobody c Other c I have not felt stressed or unhappy at work over the last 2 weeks
HT 1	Line manager
HT 2	A colleague in a similar role to myself A friend or family member who does not work at my school/college I have not felt stressed or unhappy at work over the last 2 weeks
HT 3	I have not felt stressed or unhappy at work over the last 2 weeks
HT 4	
HT 5	Senior leadership team A colleague in a similar role to myself
HT 6	
HT 7	Senior leadership team A colleague in a similar role to myself A friend or family member who does not work at my school/college
HT 8	A colleague in a similar role to myself Other
HT 9	
HT 10	A colleague in a similar role to myself A friend or family member who does not work at my school/college
If I approached my manager about my mental wellbeing, I am confident that I would be well supported.	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	Strongly agree

HT 2	Disagree
HT 3	Agree
HT 4	
HT 5	Strongly disagree
HT 6	
HT 7	Agree
HT 8	Agree
HT 9	
HT 10	Disagree
My school senior leadership team takes active steps to support the mental wellbeing of all staff.	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	Strongly agree
HT 2	Strongly agree
HT 3	Strongly agree
HT 4	
HT 5	Agree
HT 6	
HT 7	Agree
HT 8	Agree
HT 9	
HT 10	Agree
Which of the following types of initiative do you feel would be most valuable to improving your mental wellbeing at work?	c Increased information, training and awareness about staff mental wellbeing c Peer support c Access to occupational health/professional mental health support c Time off and flexible working schemes c Reduction in workload c Limiting working hours c More/better supervision from managers c Other
HT 1	Access to occupational health/professional mental health support Time off and flexible working schemes Reduction in workload Limiting working hours
HT 2	Peer support Time off and flexible working schemes Reduction in workload Limiting working hours
HT 3	Peer support Access to occupational health/professional mental health support Time off and flexible working schemes More/better supervision from managers
HT 4	

HT 5	Reduction in workload
HT 6	
HT 7	Reduction in workload More/better supervision from managers
HT 8	Peer support
HT 9	
HT 10	Access to occupational health/professional mental health support Reduction in workload More/better supervision from managers

Month 5 Wellbeing Measurement for Schools/HTs

https://www.annafreud.org/media/13448/wellbeing-measurement-for-schools-staff-survey-final-version-290321.pdf

1a Staff Wellbeing and Perception of Stress

Statement In the last 2 weeks….	None of the time	Rarely	Some of the time	Often	All the time
1. I've been feeling optimistic about the future					
HT 1					
HT 2				X	
HT 3				x	
HT 4					
HT 5		X			
HT 6			x		
HT 7					
HT 8			x		
HT 9					
HT 10				x	
2. I've been feeling useful					
HT 1					
HT 2				X	
HT 3				x	
HT 4					
HT 5		X			
HT 6				x	
HT 7					
HT 8			x		
HT 9					
HT 10			X		
3. I've been feeling relaxed					
HT 1					
HT 2				X	
HT 3			x		
HT 4					
HT 5		X			
HT 6			x		
HT 7					
HT 8		x			
HT 9					
HT 10			x		
4. I've been dealing with problems well					
HT 1					
HT 2				X	
HT 3				x	
HT 4					
HT 5		X			
HT 6					x

	None of the time	Rarely	Some of the time	Often	All the time
HT 7					
HT 8			x		
HT 9					
HT 10			x		
5. I've been thinking clearly					
HT 1					
HT 2				X	
HT 3				x	
HT 4					
HT 5			X		
HT 6				x	
HT 7					
HT 8			x		
HT 9					
HT 10			x		
6. I've been feeling close to other people					
HT 1					
HT 2				X	
HT 3				x	
HT 4					
HT 5			X		
HT 6				x	
HT 7					
HT 8			x		
HT 9					
HT 10			x		
7. I've been able to make my mind up about things					
HT 1					
HT 2				X	
HT 3				x	
HT 4					
HT 5			X		
HT 6				x	
HT 7					
HT 8				x	
HT 9					
HT 10			x		

1b Staff Wellbeing and Perception of Stress

Statement	None of the time	Rarely	Some of the time	Often	All the time
1. In the last month, how often have you been upset because of something that happened unexpectedly?					
HT 1					
HT 2		X			
HT 3		x			

HT 4					
HT 5				X	
HT 6	x				
HT 7					
HT 8			x		
HT 9					
HT 10	x				

2. In the last month, how often have you felt that you were unable to control the important things in your life?					
HT 1					
HT 2		X			
HT 3		x			
HT 4					
HT 5				X	
HT 6		x			
HT 7					
HT 8			x		
HT 9					
HT 10			x		

3. In the last month, how often have you felt nervous and "stressed"?					
HT 1					
HT 2		X			
HT 3		x			
HT 4					
HT 5				X	
HT 6			x		
HT 7					
HT 8				x	
HT 9					
HT 10		x			

4. In the last month, how often have you felt confident about your ability to handle your personal problems?					
HT 1					
HT 2			X		
HT 3				x	
HT 4					
HT 5			X		
HT 6					x
HT 7					
HT 8				x	
HT 9					
HT 10			x		

5. In the last month, how often have you felt that things were going your way?					
HT 1					
HT 2				X	
HT 3				x	

HT 4					
HT 5		X			
HT 6			x		
HT 7					
HT 8		x			
HT 9					
HT 10			x		
6. In the last month, how often have you found that you could not cope with all the things that you had to do?					
HT 1					
HT 2	X				
HT 3		x			
HT 4					
HT 5			X		
HT 6		x			
HT 7					
HT 8		x			
HT 9					
HT 10		x			
7. In the last month, how often have you been able to control irritations?					
HT 1					
HT 2				X	
HT 3				x	
HT 4					
HT 5			X		
HT 6					x
HT 7					
HT 8			x		
HT 9					
HT 10					x
8. In the last month, how often have you felt that you were on top of things?					
HT 1					
HT 2			X		
HT 3			x		
HT 4					
HT 5		X			
HT 6			x		
HT 7					
HT 8		X			
HT 9					
HT 10			x		
9. In the last month, how often have you been angered because of things that were outside of your control?					
HT 1					
HT 2			X		
HT 3		x			

HT 4					
HT 5				X	
HT 6			x		
HT 7					
HT 8				x	
HT 9					
HT 10	x				

10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?					
HT 1					
HT 2		X			
HT 3	x				
HT 4					
HT 5				X	
HT 6			x		
HT 7					
HT 8			x		
HT 9					
HT 10			x		

Section 2 Staff Wellbeing at your school

Statement	Choose one response
My work has a positive impact on my mental health and wellbeing.	c All of the time c Often c Some of the time c Not at all
HT 1	
HT 2	Often
HT 3	Often
HT 4	
HT 5	Not at all
HT 6	Often
HT 7	
HT 8	Some of the time
HT 9	
HT 10	Some of the time
In my school staff are encouraged to speak openly about their mental wellbeing	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	
HT 2	Strongly agree
HT 3	Agree
HT 4	
HT 5	Agree
HT 6	Agree

HT 7	
HT 8	Agree
HT 9	
HT 10	Agree
In my school we have a MHW policy in place, which includes the WB of staff.	c Yes c No c Don't know
HT 1	
HT 2	Don't know (Still ongoing to personalise)
HT 3	No
HT 4	
HT 5	Yes
HT 6	No
HT 7	
HT 8	Yes
HT 9	
HT 10	No
Have any of the following caused you to feel stressed or unhappy at work over the last 2 weeks (select as many as apply)?	c Accountability (including performance, test scores, inspections) c Workload and work-life balance c Administrative tasks c Relationship with parents c Relationship with colleagues c Relationship with senior leadership team c Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour c Other c I have not felt stressed or unhappy at work over the last 2 weeks
HT 1	
HT 2	I have not felt stressed or unhappy at work over the last 2 weeks
HT 3	Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour
HT 4	
HT 5	Relationship with colleagues Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour
HT 6	Accountability (including performance, test scores, inspections) Administrative tasks Relationship with parents
HT 7	
HT 8	Accountability (including performance, test scores, inspections) Workload and work-life balance Administrative tasks Relationship with parents
HT 9	
HT 10	Workload and work-life balance

	Administrative tasks
If I felt stressed or worried at work, I would be most likely to seek help from (select as many as apply):	c Line manager c Senior leadership team c A colleague in a similar role to myself c My GP c A mental health professional (e.g. a counsellor, over the phone or face-to-face) c A friend or family member who does not work at my school/college c Nobody c Other c I have not felt stressed or unhappy at work over the last 2 weeks
HT 1	
HT 2	A colleague in a similar role to myself A friend or family member who does not work at my school/college I have not felt stressed or unhappy at work over the last 2 weeks
HT 3	A colleague in a similar role to myself A friend or family member who does not work at my school/college
HT 4	
HT 5	Senior leadership team A colleague in a similar role to myself
HT 6	A colleague in a similar role to myself A friend or family member who does not work at my school/college
HT 7	
HT 8	A colleague in a similar role to myself A friend or family member who does not work at my school/college
HT 9	
HT 10	A colleague in a similar role to myself
If I approached my manager about my mental wellbeing, I am confident that I would be well supported.	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	
HT 2	Disagree
HT 3	Agree
HT 4	
HT 5	Disagree
HT 6	Agree
HT 7	
HT 8	Strongly agree
HT 9	

HT 10	Disagree
My school senior leadership team takes active steps to support the mental wellbeing of all staff.	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	
HT 2	Agree
HT 3	Strongly agree
HT 4	
HT 5	Disagree – (Council senior leadership team)
HT 6	Strongly agree (n/a)
HT 7	
HT 8	Agree
HT 9	
HT 10	Agree
Which of the following types of initiative do you feel would be most valuable to improving your mental wellbeing at work?	c Increased information, training and awareness about staff mental wellbeing c Peer support c Access to occupational health/professional mental health support c Time off and flexible working schemes c Reduction in workload c Limiting working hours c More/better supervision from managers c Other
HT 1	
HT 2	Peer support Reduction in workload More/better supervision from managers
HT 3	Peer support Time off and flexible working schemes More/better supervision from managers
HT 4	
HT 5	Reduction in workload
HT 6	Peer support Access to occupational health/professional mental health support More/better supervision from managers Other (paperwork)
HT 7	
HT 8	Peer support
HT 9	
HT 10	Time off and flexible working schemes Limiting working hours More/better supervision from managers

Month 6 Wellbeing Measurement for Schools/HTs

https://www.annafreud.org/media/13448/wellbeing-measurement-for-schools-staff-survey-final-version-290321.pdf

1a Staff Wellbeing and Perception of Stress

Statement In the last 2 weeks….	None of the time	Rarely	Some of the time	Often	All the time
1. I've been feeling optimistic about the future					
HT 1			X		
HT 2				x	
HT 3			X		
HT 4					
HT 5			X		
HT 6			x		
HT 7			x		
HT 8			x		
HT 9					
HT 10				x	
2. I've been feeling useful					
HT 1					X
HT 2				x	
HT 3			X		
HT 4					
HT 5				X	
HT 6				x	
HT 7			x		
HT 8			x		
HT 9					
HT 10				X	
3. I've been feeling relaxed					
HT 1		X			
HT 2			x		
HT 3		X			
HT 4					
HT 5		X			
HT 6		x			
HT 7		x			
HT 8		x			
HT 9					
HT 10			X		
4. I've been dealing with problems well					
HT 1				X	
HT 2				x	
HT 3			X		
HT 4					
HT 5				X	
HT 6			x		

	None of the time	Rarely	Some of the time	Often	All the time
HT 7			x		
HT 8			x		
HT 9					
HT 10			x		

5. I've been thinking clearly					
HT 1				X	
HT 2				x	
HT 3			X		
HT 4					
HT 5			X		
HT 6			x		
HT 7			x		
HT 8			x		
HT 9					
HT 10				x	

6. I've been feeling close to other people					
HT 1				X	
HT 2				x	
HT 3			X		
HT 4					
HT 5				X	
HT 6				x	
HT 7				x	
HT 8				x	
HT 9					
HT 10			x		

7. I've been able to make my mind up about things					
HT 1				X	
HT 2				x	
HT 3			X		
HT 4					
HT 5					X
HT 6			x		
HT 7				x	
HT 8				x	
HT 9					
HT 10				x	

1b Staff Wellbeing and Perception of Stress

Statement	None of the time	Rarely	Some of the time	Often	All the time
1. In the last month, how often have you been upset because of something that happened unexpectedly?					
HT 1			X		
HT 2		x			
HT 3		X			

HT 4					
HT 5		X			
HT 6			x		
HT 7			x		
HT 8				x	
HT 9					
HT 10		X			
2. In the last month, how often have you felt that you were unable to control the important things in your life?					
HT 1		X			
HT 2		x			
HT 3			X		
HT 4					
HT 5			X		
HT 6			x		
HT 7			x		
HT 8			x		
HT 9					
HT 10		x			
3. In the last month, how often have you felt nervous and "stressed"?					
HT 1			X		
HT 2			x		
HT 3			X		
HT 4					
HT 5			X		
HT 6				x	
HT 7				x	
HT 8			x		
HT 9					
HT 10					
4. In the last month, how often have you felt confident about your ability to handle your personal problems?					
HT 1				X	
HT 2				x	
HT 3			X		
HT 4					
HT 5				X	
HT 6				x	
HT 7				x	
HT 8				x	
HT 9					
HT 10				x	
5. In the last month, how often have you felt that things were going your way?					
HT 1			X		
HT 2				x	
HT 3			X		

HT 4					
HT 5			X		
HT 6			x		
HT 7			x		
HT 8		x			
HT 9					
HT 10				x	
6. In the last month, how often have you found that you could not cope with all the things that you had to do?					
HT 1				X	
HT 2			x		
HT 3		X			
HT 4					
HT 5				X	
HT 6				x	
HT 7				x	
HT 8		x			
HT 9					
HT 10		X			
7. In the last month, how often have you been able to control irritations?					
HT 1				X	
HT 2				x	
HT 3			X		
HT 4					
HT 5		X			
HT 6					x
HT 7				x	
HT 8				x	
HT 9					
HT 10					x
8. In the last month, how often have you felt that you were on top of things?					
HT 1			X		
HT 2			x		
HT 3			X		
HT 4					
HT 5		X			
HT 6	x				
HT 7			x		
HT 8		x			
HT 9					
HT 10			x		
9. In the last month, how often have you been angered because of things that were outside of your control?					
HT 1		X			
HT 2			x		
HT 3			X		

HT 4					
HT 5				X	
HT 6				x	
HT 7			x		
HT 8			x		
HT 9					
HT 10	X				
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?					
HT 1			X		
HT 2		x			
HT 3		X			
HT 4					
HT 5					X
HT 6			x		
HT 7				x	
HT 8		x			
HT 9					
HT 10		x			

Section 2 Staff Wellbeing at your school

Statement	Choose one response
My work has a positive impact on my mental health and wellbeing.	c All of the time c Often c Some of the time c Not at all
HT 1	Some of the time
HT 2	Often
HT 3	Often
HT 4	
HT 5	Some of the time
HT 6	Some of the time
HT 7	Some of the time
HT 8	Some of the time
HT 9	
HT 10	Some of the time
In my school staff are encouraged to speak openly about their mental wellbeing	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	Agree
HT 2	Strongly agree
HT 3	Agree
HT 4	
HT 5	Agree
HT 6	Agree

HT 7	Agree
HT 8	Agree
HT 9	
HT 10	Agree
In my school we have a MHW policy in place, which includes the WB of staff.	c Yes c No c Don't know
HT 1	Yes (We would do if I could get time to put it together)
HT 2	Yes
HT 3	No
HT 4	
HT 5	Yes (underway)
HT 6	No
HT 7	No
HT 8	Yes
HT 9	
HT 10	No
Have any of the following caused you to feel stressed or unhappy at work over the last 2 weeks (select as many as apply)?	c Accountability (including performance, test scores, inspections) c Workload and work-life balance c Administrative tasks c Relationship with parents c Relationship with colleagues c Relationship with senior leadership team c Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour c Other c I have not felt stressed or unhappy at work over the last 2 weeks
HT 1	Workload and work-life balance Administrative tasks Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour
HT 2	Workload and work-life balance
HT 3	Relationship with parents Administrative tasks
HT 4	
HT 5	Workload and work-life balance Administrative tasks Relationship with parents Relationship with colleagues
HT 6	Accountability (including performance, test scores, inspections) Workload and work-life balance Administrative tasks Relationship with parents Other
HT 7	Accountability (including performance, test scores, inspections)

	Workload and work-life balance Administrative tasks Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour Other
HT 8	Accountability (including performance, test scores, inspections) Workload and work-life balance Administrative tasks Relationship with parents Relationship with colleagues Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour
HT 9	
HT 10	Accountability (including performance, test scores, inspections) Workload and work-life balance Administrative tasks Relationship with parents Relationship with colleagues Pastoral concerns relating to pupils eg mental health, safeguarding, behaviour
If I felt stressed or worried at work, I would be most likely to seek help from (select as many as apply):	c Line manager c Senior leadership team c A colleague in a similar role to myself c My GP c A mental health professional (e.g. a counsellor, over the phone or face-to-face) c A friend or family member who does not work at my school/college c Nobody c Other c I have not felt stressed or unhappy at work over the last 2 weeks
HT 1	Line manager A friend or family member who does not work at my school/college
HT 2	A colleague in a similar role to myself A friend or family member who does not work at my school/college
HT 3	A colleague in a similar role to myself A friend or family member who does not work at my school/college
HT 4	
HT 5	A friend or family member who does not work at my school/college
HT 6	A colleague in a similar role to myself
HT 7	Senior leadership team A friend or family member who does not work at my school/college

HT 8	A colleague in a similar role to myself
HT 9	
HT 10	A colleague in a similar role to myself A mental health professional (e.g. a counsellor, over the phone or face-to-face)
If I approached my manager about my mental wellbeing, I am confident that I would be well supported.	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	Agree
HT 2	Disagree
HT 3	Agree
HT 4	
HT 5	?
HT 6	Agree
HT 7	Agree
HT 8	Agree
HT 9	
HT 10	Disagree
My school senior leadership team takes active steps to support the mental wellbeing of all staff.	c Strongly agree c Agree c Disagree c Strongly disagree
HT 1	Agree
HT 2	Strongly agree
HT 3	Strongly agree
HT 4	
HT 5	Agree
HT 6	n/a
HT 7	Agree
HT 8	Agree
HT 9	
HT 10	Agree
Which of the following types of initiative do you feel would be most valuable to improving your mental wellbeing at work?	c Increased information, training and awareness about staff mental wellbeing c Peer support c Access to occupational health/professional mental health support c Time off and flexible working schemes c Reduction in workload c Limiting working hours c More/better supervision from managers c Other
HT 1	Time off and flexible working schemes Reduction in workload

	Limiting working hours
HT 2	Peer support
	Reduction in workload
	More/better supervision from managers
HT 3	Time off and flexible working schemes
	More/better supervision from managers
HT 4	
HT 5	Peer support
	Reduction in workload
	More/better supervision from managers
HT 6	Increased information, training and awareness about staff mental wellbeing
	Peer support
	Reduction in workload
	Limiting working hours
	More/better supervision from managers
HT 7	Peer support
	Reduction in workload
	Limiting working hours
HT 8	Peer support
HT 9	
HT 10	Increased information, training and awareness about staff mental wellbeing
	Peer support
	Access to occupational health/professional mental health support
	Time off and flexible working schemes
	Reduction in workload
	Limiting working hours
	More/better supervision from managers (that's the best)

Appendix 25 – Manchester Clinical Supervision Scale

Survey 2 – Supervision Project

Thank you for taking part in this project with me. This is the second survey I mentioned in my e-mail earlier this week. If you can complete as best you can and return in the SAE I would be most grateful. It is completely anonymous and so I would appreciate your honesty as this will help with planning next steps.

Drawing on your experience of receiving supervision please indicate your level of agreement with the following 36 statements by circling the number which best represents your answers.
1 means you **strongly disagree**,
2 means you disagree,
3 means you have no opinion,
4 means you agree,
5 means you **strongly agree**.

1.	Other work pressures interfere with supervision	1	2	3	4	5
2.	It is difficult to find the time for supervision sessions	1	2	3	4	5
3.	Supervision sessions are not necessary/don't solve anything	1	2	3	4	5
4.	Time spent on supervision takes me away from my real work in school	1	2	3	4	5
5.	I can 'unload' during my supervision session	1	2	3	4	5
6.	Fitting supervision sessions in can lead to more pressure at work	1	2	3	4	5
7.	I find supervision sessions time consuming	1	2	3	4	5
8.	My supervisor gives me support and encouragement	1	2	3	4	5
9.	Supervision does not solve personal issues	1	2	3	4	5
10.	Supervision sessions are intrusive	1	2	3	4	5
11.	Supervision gives me time to 'reflect'	1	2	3	4	5
12.	Work problems can be tackled constructively during supervision sessions	1	2	3	4	5
13.	Supervision sessions facilitate reflective practice	1	2	3	4	5
14.	If there is something I don't understand there is always someone to ask	1	2	3	4	5
15.	My supervisor offers an 'unbiased' opinion	1	2	3	4	5
16.	I can discuss sensitive issues encountered during my work with my supervisor	1	2	3	4	5
17.	Having someone different to talk to about personal issues was a great help	1	2	3	4	5
18.	My supervision sessions are an important part of my work routine.	1	2	3	4	5
19.	My supervisor is never available when needed	1	2	3	4	5
20.	I learn from my supervisor's experiences	1	2	3	4	5
21.	It is important to make time for supervision sessions	1	2	3	4	5

22.	My supervisor provides me with valuable advice	1	2	3	4	5
23.	My supervisor is open with me	1	2	3	4	5
24.	Sessions with my supervisor widen my knowledge base	1	2	3	4	5
25.	Supervision is unnecessary for experienced/established staff	1	2	3	4	5
26.	My supervisor puts me off asking about sensitive issues	1	2	3	4	5
27.	My supervisor acts in a superior manner during our sessions	1	2	3	4	5
28.	Supervision is for newly qualified/inexperienced staff only	1	2	3	4	5
29.	Supervision makes me a better practitioner	1	2	3	4	5
30.	Without supervision the quality of pupil care would deteriorate	1	2	3	4	5
31.	Supervision sessions motivate staff	1	2	3	4	5
32.	I feel less stressed after seeing my supervisor	1	2	3	4	5
33.	Supervision improves the quality of care I give to my pupils	1	2	3	4	5
34.	I can widen my skill base during my supervision sessions	1	2	3	4	5
35.	My supervisor offers me guidance with pupil care	1	2	3	4	5
36.	I think receiving supervision improves the quality of care I give	1	2	3	4	5

Completed Responses from 8 HTs

Drawing on your experience of receiving supervision please indicate your level of agreement with the following 36 statements by circling the number which best represents your answers.

1 means you **strongly disagree**,
2 means you disagree,
3 means you have no opinion,
4 means you agree,
5 means you **strongly agree**.

1.	Other work pressures interfere with supervision	1	2	3	4	5
	HT 1		X			
	HT 2		X			
	HT 3		X			
	HT 4		X			
	HT 5		X			
	HT 6				X	
	HT 7				X	
	HT 8				X	
	HT 9					
	HT 10					
2.	It is difficult to find the time for supervision sessions	1	2	3	4	5
	HT 1		X			
	HT 2		X			
	HT 3	X				

		1	2	3	4	5
	HT 4				X	
	HT 5		X			
	HT 6				X	
	HT 7		X			
	HT 8				X	
	HT 9					
	HT 10					
3.	Supervision sessions are not necessary/don't solve anything	1	2	3	4	5
	HT 1		X			
	HT 2	X				
	HT 3		X			
	HT 4	X				
	HT 5		X			
	HT 6		X			
	HT 7		X			
	HT 8		X			
	HT 9					
	HT 10					
4.	Time spent on supervision takes me away from my real work in school	1	2	3	4	5
	HT 1	X				
	HT 2		X			
	HT 3					X
	HT 4	X				
	HT 5	X				
	HT 6		X			
	HT 7	X				
	HT 8		X			
	HT 9					
	HT 10					
5.	I can 'unload' during my supervision session	1	2	3	4	5
	HT 1				X	
	HT 2				X	
	HT 3	X				
	HT 4					X
	HT 5				X	
	HT 6				X	
	HT 7				X	
	HT 8				X	
	HT 9					
	HT 10					
6.	Fitting supervision sessions in can lead to more pressure at work	1	2	3	4	5
	HT 1		X			
	HT 2		X			

		1	2	3	4	5
	HT 3		X			
	HT 4	X				
	HT 5	X				
	HT 6				X	
	HT 7		X			
	HT 8				X	
	HT 9					
	HT 10					
7.	I find supervision sessions time consuming	1	2	3	4	5
	HT 1		X			
	HT 2		X			
	HT 3	X				
	HT 4	X				
	HT 5	X				
	HT 6				X	
	HT 7		X			
	HT 8			X		
	HT 9					
	HT 10					
8.	My supervisor gives me support and encouragement	1	2	3	4	5
	HT 1					X
	HT 2					X
	HT 3					X
	HT 4					X
	HT 5					X
	HT 6				X	
	HT 7				X	
	HT 8					X
	HT 9					
	HT 10					
9.	Supervision does not solve personal issues	1	2	3	4	5
	HT 1			X		
	HT 2		X			
	HT 3	X				
	HT 4		X			
	HT 5			X		
	HT 6			X		
	HT 7		X			
	HT 8		X			
	HT 9					
	HT 10					
10.	Supervision sessions are intrusive	1	2	3	4	5
	HT 1	X				
	HT 2	X				
	HT 3	X				

		1	2	3	4	5
	HT 4	X				
	HT 5	X				
	HT 6		X			
	HT 7		X			
	HT 8	X				
	HT 9					
	HT 10					
11.	Supervision gives me time to 'reflect'	1	2	3	4	5
	HT 1					X
	HT 2					X
	HT 3					X
	HT 4					X
	HT 5					X
	HT 6					X
	HT 7					X
	HT 8					X
	HT 9					
	HT 10					
12.	Work problems can be tackled constructively during supervision sessions	1	2	3	4	5
	HT 1					X
	HT 2					X
	HT 3					X
	HT 4					X
	HT 5					X
	HT 6					X
	HT 7				X	
	HT 8				X	
	HT 9					
	HT 10					
13.	Supervision sessions facilitate reflective practice	1	2	3	4	5
	HT 1					X
	HT 2					X
	HT 3					X
	HT 4					X
	HT 5					X
	HT 6					X
	HT 7				X	
	HT 8					X
	HT 9					
	HT 10					
14.	If there is something I don't understand there is always someone to ask	1	2	3	4	5
	HT 1			X		
	HT 2					X
	HT 3	X				

		1	2	3	4	5
	HT 4				X	
	HT 5			X		
	HT 6				X	
	HT 7			X		
	HT 8				X	
	HT 9					
	HT 10					
15.	My supervisor offers an 'unbiased' opinion	1	2	3	4	5
	HT 1					X
	HT 2					X
	HT 3					X
	HT 4				X	
	HT 5				X	
	HT 6				X	
	HT 7				x	
	HT 8				X	
	HT 9					
	HT 10					
16.	I can discuss sensitive issues encountered during my work with my supervisor	1	2	3	4	5
	HT 1					X
	HT 2					X
	HT 3	X				
	HT 4					X
	HT 5				X	
	HT 6		X			
	HT 7				X	
	HT 8				X	
	HT 9					
	HT 10					
17.	Having someone different to talk to about personal issues was a great help	1	2	3	4	5
	HT 1				X	
	HT 2					X
	HT 3				X	
	HT 4					X
	HT 5					X
	HT 6			X		
	HT 7				X	
	HT 8				X	
	HT 9					
	HT 10					
18.	My supervision sessions are an important part of my work routine.	1	2	3	4	5
	HT 1				X	
	HT 2					X

		1	2	3	4	5
	HT 3					X
	HT 4				X	
	HT 5				X	
	HT 6				X	
	HT 7		X			
	HT 8			X		
	HT 9					
	HT 10					
19.	My supervisor is never available when needed	1	2	3	4	5
	HT 1	X				
	HT 2	X				
	HT 3			X		
	HT 4	X				
	HT 5	X				
	HT 6		X			
	HT 7	X				
	HT 8		X			
	HT 9					
	HT 10					
20.	I learn from my supervisor's experiences	1	2	3	4	5
	HT 1				X	
	HT 2				X	
	HT 3				X	
	HT 4				X	
	HT 5					X
	HT 6		X			
	HT 7				X	
	HT 8				X	
	HT 9					
	HT 10					
21.	It is important to make time for supervision sessions	1	2	3	4	5
	HT 1					X
	HT 2					X
	HT 3					X
	HT 4					X
	HT 5				X	
	HT 6				X	
	HT 7				X	
	HT 8				X	
	HT 9					
	HT 10					
22.	My supervisor provides me with valuable advice	1	2	3	4	5
	HT 1					X
	HT 2				X	
	HT 3					X

#	Item	1	2	3	4	5
	HT 4				X	
	HT 5					X
	HT 6				X	
	HT 7				X	
	HT 8				X	
	HT 9					
	HT 10					
23.	My supervisor is open with me	1	2	3	4	5
	HT 1					X
	HT 2				X	
	HT 3					X
	HT 4					X
	HT 5					X
	HT 6				X	
	HT 7				X	
	HT 8				X	
	HT 9					
	HT 10					
24.	Sessions with my supervisor widen my knowledge base	1	2	3	4	5
	HT 1					X
	HT 2					X
	HT 3					X
	HT 4			X		
	HT 5					X
	HT 6				X	
	HT 7				X	
	HT 8			X		
	HT 9					
	HT 10					
25.	Supervision is unnecessary for experienced/established staff	1	2	3	4	5
	HT 1	X				
	HT 2	X				
	HT 3	X				
	HT 4	X				
	HT 5	X				
	HT 6	X				
	HT 7	X				
	HT 8	X				
	HT 9					
	HT 10					
26.	My supervisor puts me off asking about sensitive issues	1	2	3	4	5
	HT 1	X				
	HT 2	X				
	HT 3	X				

		1	2	3	4	5
	HT 4	X				
	HT 5	X				
	HT 6		X			
	HT 7		X			
	HT 8	X				
	HT 9					
	HT 10					
27.	My supervisor acts in a superior manner during our sessions	1	2	3	4	5
	HT 1	X				
	HT 2	X				
	HT 3	X				
	HT 4	X				
	HT 5	X				
	HT 6		X			
	HT 7	X				
	HT 8	X				
	HT 9					
	HT 10					
28.	Supervision is for newly qualified/inexperienced staff only	1	2	3	4	5
	HT 1	X				
	HT 2	X				
	HT 3	X				
	HT 4	X				
	HT 5	X				
	HT 6		X			
	HT 7	X				
	HT 8	X				
	HT 9					
	HT 10					
29.	Supervision makes me a better practitioner	1	2	3	4	5
	HT 1					X
	HT 2				X	
	HT 3					X
	HT 4				X	
	HT 5				X	
	HT 6					X
	HT 7				X	
	HT 8				X	
	HT 9					
	HT 10					
30.	Without supervision the quality of pupil care would deteriorate	1	2	3	4	5
	HT 1			X		
	HT 2		X			

		1	2	3	4	5
	HT 3				X	
	HT 4		X			
	HT 5			X		
	HT 6				X	
	HT 7		X			
	HT 8				X	
	HT 9					
	HT 10					
31.	Supervision sessions motivate staff	1	2	3	4	5
	HT 1				X	
	HT 2				X	
	HT 3					X
	HT 4			X		
	HT 5			X		
	HT 6				X	
	HT 7					X
	HT 8				X	
	HT 9					
	HT 10					
32.	I feel less stressed after seeing my supervisor	1	2	3	4	5
	HT 1				X	
	HT 2				X	
	HT 3					X
	HT 4				X	
	HT 5					X
	HT 6				X	
	HT 7				X	
	HT 8			X		
	HT 9					
	HT 10					
33.	Supervision improves the quality of care I give to my pupils	1	2	3	4	5
	HT 1				X	
	HT 2				X	
	HT 3					X
	HT 4				X	
	HT 5				X	
	HT 6				X	
	HT 7		X			
	HT 8				X	
	HT 9					
	HT 10					
34.	I can widen my skill base during my supervision sessions	1	2	3	4	5
	HT 1					X
	HT 2				X	

		1	2	3	4	5
	HT 3				X	
	HT 4				X	
	HT 5				X	
	HT 6				X	
	HT 7				X	
	HT 8				X	
	HT 9					
	HT 10					
35.	My supervisor offers me guidance with pupil care	1	2	3	4	5
	HT 1				X	
	HT 2			X		
	HT 3				X	
	HT 4				X	
	HT 5			X		
	HT 6				X	
	HT 7				X	
	HT 8			X		
	HT 9					
	HT 10					
36.	I think receiving supervision improves the quality of care I give	1	2	3	4	5
	HT 1				X	
	HT 2				X	
	HT 3					X
	HT 4				X	
	HT 5				X	
	HT 6				X	
	HT 7				X	
	HT 8				X	
	HT 9					
	HT 10					

Completed Responses - Summary

Response rate 8/10

Drawing on your experience of receiving supervision please indicate your level of agreement with the following 36 statements by circling the number which best represents your answers.
1 means you **strongly disagree**,
2 means you disagree,
3 means you have no opinion,

4 means you agree,

5 means you **strongly agree**.

#	Statement	1	2	3	4	5	
1.	Other work pressures interfere with supervision	1	2	3	4	5	
	Number of responses for each point on the scale		5		3		
2.	It is difficult to find the time for supervision sessions	1	2	3	4	5	
	Number of responses for each point on the scale	1	4		3		
3.	Supervision sessions are not necessary/don't solve anything	1	2	3	4	5	
	Number of responses for each point on the scale	2	6				*
4.	Time spent on supervision takes me away from my real work in school	1	2	3	4	5	
	Number of responses for each point on the scale	4	3			1	
5.	I can 'unload' during my supervision session	1	2	3	4	5	
	Number of responses for each point on the scale	1			6	1	
6.	Fitting supervision sessions in can lead to more pressure at work	1	2	3	4	5	
	Number of responses for each point on the scale	2	4		2		
7.	I find supervision sessions time consuming	1	2	3	4	5	
	Number of responses for each point on the scale	3	3	1	1		
8.	My supervisor gives me support and encouragement	1	2	3	4	5	
	Number of responses for each point on the scale				2	6	*
9.	Supervision does not solve personal issues	1	2	3	4	5	
	Number of responses for each point on the scale	1	4	3			
10.	Supervision sessions are intrusive	1	2	3	4	5	
	Number of responses for each point on the scale	6	2				*
11.	Supervision gives me time to 'reflect'	1	2	3	4	5	
	Number of responses for each point on the scale					8	*
12.	Work problems can be tackled constructively during supervision sessions	1	2	3	4	5	
	Number of responses for each point on the scale				2	6	*
13.	Supervision sessions facilitate reflective practice	1	2	3	4	5	
	Number of responses for each point on the scale				1	7	*
14.	If there is something I don't understand there is always someone to ask	1	2	3	4	5	
	Number of responses for each point on the scale	1		3	3	1	
15.	My supervisor offers an 'unbiased' opinion	1	2	3	4	5	
	Number of responses for each point on the scale				5	3	
16.	I can discuss sensitive issues encountered during my work with my supervisor	1	2	3	4	5	
	Number of responses for each point on the scale	1	1		3	3	

#	Statement	1	2	3	4	5	
17.	Having someone different to talk to about personal issues was a great help	1	2	3	4	5	
	Number of responses for each point on the scale			1	4	3	
18.	My supervision sessions are an important part of my work routine.	1	2	3	4	5	
	Number of responses for each point on the scale		1	1	4	2	
19.	My supervisor is never available when needed	1	2	3	4	5	
	Number of responses for each point on the scale	5	2	1			
20.	I learn from my supervisor's experiences	1	2	3	4	5	
	Number of responses for each point on the scale		1		6	1	
21.	It is important to make time for supervision sessions	1	2	3	4	5	
	Number of responses for each point on the scale				4	4	*
22.	My supervisor provides me with valuable advice	1	2	3	4	5	
	Number of responses for each point on the scale				5	3	*
23.	My supervisor is open with me	1	2	3	4	5	
	Number of responses for each point on the scale				4	4	*
24.	Sessions with my supervisor widen my knowledge base	1	2	3	4	5	
	Number of responses for each point on the scale			2	2	4	
25.	Supervision is unnecessary for experienced/established staff	1	2	3	4	5	
	Number of responses for each point on the scale	8					*
26.	My supervisor puts me off asking about sensitive issues	1	2	3	4	5	
	Number of responses for each point on the scale	6	2				*
27.	My supervisor acts in a superior manner during our sessions	1	2	3	4	5	
	Number of responses for each point on the scale	7	1				*
28.	Supervision is for newly qualified/inexperienced staff only	1	2	3	4	5	
	Number of responses for each point on the scale	7	1				*
29.	Supervision makes me a better practitioner	1	2	3	4	5	
	Number of responses for each point on the scale				5	3	*
30.	Without supervision the quality of pupil care would deteriorate	1	2	3	4	5	
	Number of responses for each point on the scale			3	2	3	
31.	Supervision sessions motivate staff	1	2	3	4	5	
	Number of responses for each point on the scale			2	4	2	
32.	I feel less stressed after seeing my supervisor	1	2	3	4	5	
	Number of responses for each point on the scale			1	5	2	
33.	Supervision improves the quality of care I give to my pupils	1	2	3	4	5	
	Number of responses for each point on the scale		1		6	1	
34.	I can widen my skill base during my supervision sessions	1	2	3	4	5	
	Number of responses for each point on the scale				7	1	*
35.	My supervisor offers me guidance with pupil care	1	2	3	4	5	
	Number of responses for each point on the scale			3	5		
36.	I think receiving supervision improves the quality of care I give	1	2	3	4	5	

	Number of responses for each point on the scale				7	1	*

Indication of Agreement across the 8 Respondents

1.	Other work pressures interfere with supervision	5 Disagree 3 Agree
2.	It is difficult to find the time for supervision sessions	1 Strongly Disagree 4 Disagree 3 Agree
3.	Supervision sessions are not necessary/don't solve anything	2 Strongly Disagree 6 Disagree
4.	Time spent on supervision takes me away from my real work in school	4 Strongly Disagree 3 Disagree 1 Strongly Agree
5.	I can 'unload' during my supervision session	1 Strongly Disagree 6 Agree 1 Strongly Agree
6.	Fitting supervision sessions in can lead to more pressure at work	2 Strongly Disagree 4 Disagree 2 Agree
7.	I find supervision sessions time consuming	3 Strongly Disagree 3 Disagree 1 No Opinion 1 Agree
8.	My supervisor gives me support and encouragement	2 Agree 6 Strongly Agree
9.	Supervision does not solve personal issues	1 Strongly Disagree 4 Disagree 3 No Opinion
10.	Supervision sessions are intrusive	6 Strongly Disagree 2 Disagree
11.	Supervision gives me time to 'reflect'	8 Strongly Agree
12.	Work problems can be tackled constructively during supervision sessions	2 Agree 6 Strongly Agree
13.	Supervision sessions facilitate reflective practice	1 Agree 7 Strongly Agree
14.	If there is something I don't understand there is always someone to ask	1 Strongly Disagree 3 No Opinion 3 Agree

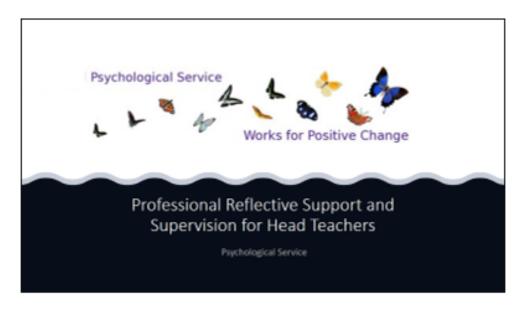|		1 Strongly Agree
15.	My supervisor offers an 'unbiased' opinion	5 Agree 3 Strongly Agree
16.	I can discuss sensitive issues encountered during my work with my supervisor	1 Strongly Disagree 1 Disagree 2 Agree 3 Strongly Agree
17.	Having someone different to talk to about personal issues was a great help	1 No Opinion 4 Agree 3 Strongly Agree
18.	My supervision sessions are an important part of my work routine.	1 Disagree 1 No Opinion 4 Agree 2 Strongly Agree
19.	My supervisor is never available when needed	5 Strongly Disagree 2 Disagree 1 No Opinion
20.	I learn from my supervisor's experiences	1 Disagree 6 Agree 1 Strongly Agree
21.	It is important to make time for supervision sessions	4 Agree 4 Strongly Agree
22.	My supervisor provides me with valuable advice	5 Agree 3 Strongly Agree
23.	My supervisor is open with me	4 Agree 4 Strongly Agree
24.	Sessions with my supervisor widen my knowledge base	2 No Opinion 2 Agree 4 Strongly Agree
25.	Supervision is unnecessary for experienced /established staff	8 Strongly Disagree
26.	My supervisor puts me off asking about sensitive issues	6 Strongly Disagree 2 Disagree
27.	My supervisor acts in a superior manner during our sessions	7 Strongly Disagree 1 Disagree
28.	Supervision is for newly qualified/inexperienced staff only	7 Strongly Disagree 1 Disagree
29.	Supervision makes me a better practitioner	5 Agree 3 Strongly Agree

30.	Without supervision the quality of pupil care would deteriorate	3 Disagree 2 No Opinion 3 Agree
31.	Supervision sessions motivate staff	2 No Opinion 4 Agree 2 Strongly Agree
32.	I feel less stressed after seeing my supervisor	1 No Opinion 5 Agree 2 Strongly Agree
33.	Supervision improves the quality of care I give to my pupils	1 Disagree 6 Agree 1 Strongly Agree
34.	I can widen my skill base during my supervision sessions	7 Agree 1 Strongly Agree
35.	My supervisor offers me guidance with pupil care	3 No Opinion 5 Agree
36.	I think receiving supervision improves the quality of care I give	7 Agree 1 Strongly Agree

Appendix 26 – Full Responses from Addressing Wellbeing Monthly Survey

Questions	Number of responses for each possible answer
My work has a positive impact on my mental health and wellbeing	3 x Not at all 24 x some of the time 15 x Often
In my school, staff are encouraged to speak openly about their mental wellbeing	1 x Disagree 31 x Agree 10 x Strongly Agree
In my school we have a MHW policy in place, which includes the wellbeing of staff	5 x No for the whole period 1 x Yes from the first response 2 x Underway 1 x Completed during this period
Have any of the following caused you to feel stressed or unhappy at work over the last 2 weeks	28 x Workload and work-life balance 26 x Administrative tasks 23 x Accountability (including performance, test scores, inspection) 21 x Relationships with parents 20 x Pastoral concerns relating to pupils 10 x Relationships with colleagues 6 x Other 3 x Relationship with senior leadership team 2 x I have not felt stressed at work
If I felt stressed or worried at work, I would be most likely to seek help from	27 x A colleague in a similar role to myself 26 x A friend or family member who does not work at my school 9 x Line manager 8 x Senior leadership team 3 x other 2 x I have not felt stressed at work 1 x A mental health professional
If I approached my manager about my mental wellbeing, I am confident that I would be well supported.	6 x Strongly agree 19 x Agree 12 x Disagree 4 x Strongly disagree 1 x ?

My school senior leadership team takes active steps to support the mental wellbeing of all staff.	9 x Strongly agree 29 x Agree 1 x Disagree (Referring to the Local Authority SLT) 3 x n/a (don't have an SLT)
Which of the following types of initiative do you feel would be most valuable to improving your mental wellbeing at work?	28 x Reduction in workload 27 x More/better supervision from managers 25 x Peer support 18 x Limiting working hours 15 x Time off and flexible working schemes 7 x Access to occupational health/professional MH support 6 x Increased information, training and awareness about staff mental wellbeing 2 x Other (Paperwork)

Appendix 27 – Presentation to Local Authority Head Teachers and Senior Managers

Psychological Service

Works for Positive Change

Professional Reflective Support and Supervision for Head Teachers

Psychological Service

I'm here on behalf of the *Local Authority* Psychological Service to talk about the offer of Professional Reflective Support and Supervision for Head Teachers in *Local Authority*

"Supervision is a joint endeavor in which a practitioner, with the help of a supervisor, attends to their clients, themselves as part of their client-practitioner relationships and the wider systemic and ecological contexts, and by so doing improves the quality of their work, transforms their client relationships, continuously develops themselves, their practice and the wider profession."

(Hawkins and McMahon 2020)

The term 'supervision' is used in a number of different ways and so it might be helpful for me to be clear about the definition we are using within this context.
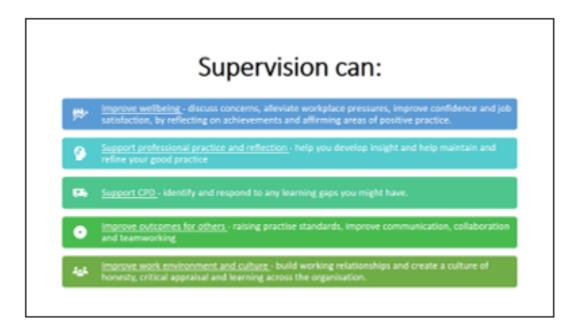
The supervision we are offering is not managerial oversight, or quality assurance, but providing space to reflect and discuss the emotional and psychological components of your job, in a safe space, with a skilled practitioner.

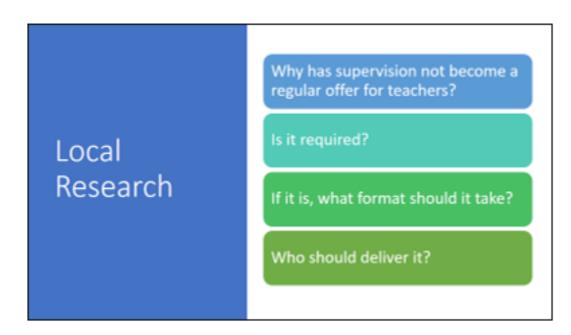**Some Research Findings for Supervision in Education:**

- Wider role of HTs over recent years has led to stress and compassion fatigue (Lawrence 2020, Breslow 2015, Richards 2012)
- There is a greater emotional load on teachers (Ravalier and Walsh 2017)
- 49% of children with MH needs turn to teachers for support (NHS 2018)
- 'Emotion Work' is not as valued as other forms of academic support (Hochschild 1979, Morris and Feldman 1996, Skilbeck and Payne 2003)
- An increasing number of teachers leaving the profession year on year (Des Clayes 2017)
- Teachers need time for reflection and systemic change to enable this (Lawrence 2020, Watt 2020)
- Supervision can provide containment for teacher stress (Halusi and Maggs 2015)
- It can support teacher wellbeing and contain anxieties (Lawrence 2020)
- Supervision is associated with job satisfaction, commitment to the organisation and staff retention (Reid and Soan 2019)
- Supporting staff wellbeing in this way could therefore have a greater level of benefit across the school (Glazzard and Rose 2019, Cimen and Ozgan 2018)

Support and supervision of this kind has been found to have several benefits when used with teachers, and although it is a mandatory component of many professional roles, it is not a common feature in the teaching profession.

In large part, its benefits lie in the time to reflect psychologically at a deeper level, with someone else who is skilled at containing distress and facilitating solution finding. In so doing, this can support teacher self-efficacy, which in turn leads to better coping strategies and decision making.

Supervision can:

- Improve wellbeing - discuss concerns, alleviate workplace pressures, improve confidence and job satisfaction, by reflecting on achievements and affirming areas of positive practice.
- Support professional practice and reflection - help you develop insight and help maintain and refine your good practice
- Support CPD - identify and respond to any learning gaps you might have.
- Improve outcomes for others - raising practise standards, improve communication, collaboration and teamworking
- Improve work environment and culture - build working relationships and create a culture of honesty, critical appraisal and learning across the organisation.

So, support and supervision of this type can Improve Wellbeing, Support Professional Practice and Reflection, Support Professional Development, Improve outcomes for others and over time, can Improve the Work Environment and Culture.

Local Research

- Why has supervision not become a regular offer for teachers?
- Is it required?
- If it is, what format should it take?
- Who should deliver it?

Over the last year, we have been undertaking research in the *Local Authority* with a group of 12 Head Teachers. This research has been looking to answer these questions:

Why is supervision not a regular offer to teachers, when all other professional groups who work with children and young people where distress or trauma may be a regular feature, receive this as a means of maintaining safe, professional practice?

Is it because it isn't required, or of no benefit within the context of education?

If it is found to be of benefit, what form should this support take? In large part, where it is offered to specific groups, it is a model borrowed from another profession.

If we do think this is a helpful support to provide, who should provide it?
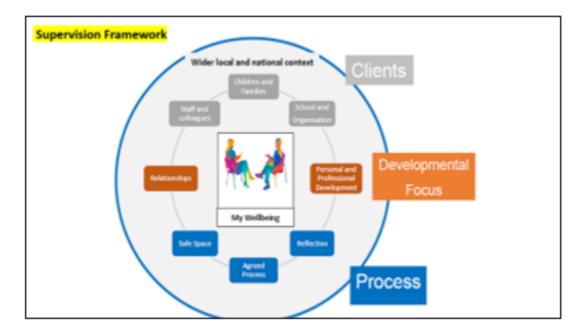
Head Teacher Wellbeing

- HTs feel some responsibility for the wellbeing of their whole school community
- They support others to their own detriment
- HTs frequently take home stress – it impacts on their personal and professional lives
- Informal support and being listened to by colleagues is invaluable, but they don't always want to 'burden' others who are also busy
- Time for reflection was helpful
- Supervision was welcome, especially in small and rural communities
- Supervision needs to be offered by someone who is skilled and experienced in psychology

The research also considered the wellbeing of the group of head teachers who were involved and found some common themes that I'm sure will be familiar to you:
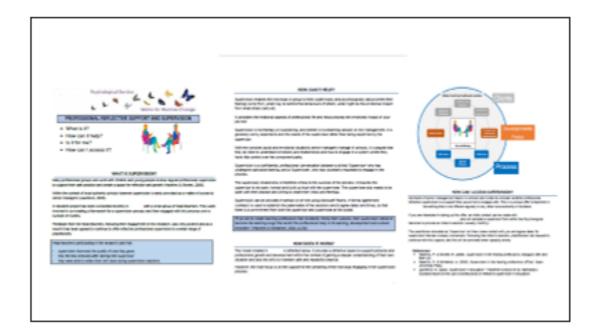
- HTs feel some responsibility for the wellbeing of their whole school community
- They support others to their own detriment
- HTs frequently take home stress – it impacts on their personal and professional lives
- Informal support and being listened to by colleagues is invaluable, but they don't always want to 'burden' others who are also busy

When we provided 6 sessions of supervision to our group of participants they told us that

- Time for reflection was very helpful to them
- Supervision was welcome, especially in small and rural communities where there were often no other members of SLT in the school
- Supervision needs to be offered by someone who is skilled and experienced in psychology and so if we could manage it, educational psychologists in *Local Authority* should offer this support.

Supervision Framework

Wider local and national context

Clients

Children and Families

Staff and colleagues

School and Organisation

Relationships

Personal and Professional Development

My Wellbeing

Developmental Focus

Safe Space

Reflection

Agreed Process

Process

So we co-created a model for supervision, with wellbeing as the central focus, but a number of things being considered within this model. There is a developmental focus taken, to support the growth of the person engaging as supervisee. The process provides a safe space for reflection within a contracted number of sessions. And largely what is discussed are issues relating to children, staff or the school and organisation itself and the impact that may be having on the supervisee.

We do have a brief information sheet that gives a little more detail which I can send to you, for you to consider further, because this offer wont suit everyone.

In supervision, you need to be prepared to be open and at times quite vulnerable and not everyone would welcome that. You also need to commit to setting aside the time to prioritise it as a support for yourself. And you need to have the basic skills of honest reflection, to be able to get the most from this process.

However, if you think it would be a support you would benefit from or would want to try, then you might want to get in touch to have a further chat, or to be paired up with a supervisor.

Are you interested?

- Contact XXXXXXXXX
- A supervisor will be allocated
- 6 sessions (monthly) will be contracted initially (An extension can be negotiated)
- Allocations will be on a first come, first served basis as capacity allows
- Ideally, supervisors will be allocated to colleagues they don't currently work with to reduce role confusion
- A short survey will be undertaken with all supervisees at the end of the contracted sessions to support an ongoing evaluation.

If you are interested, you can get in touch with the Principal Educational Psychologist. She will pair you up with one of our experienced EPs – usually someone you don't work with already. Only *the PEP* and your supervisor will know that you have signed up for supervision and anything you discuss in the supervision sessions will be confidential between you and your supervisor. This will not be shared with anyone else, unless under very exceptional circumstances.

You will agree dates for 6 supervision sessions initially and these will be contracted between you. Because we only have a certain capacity, we are allocating supervisees on a first come, first served basis, but having 6 sessions and then a review, will give an opportunity for everyone who is interested to be able to be supported in this way, when capacity allow.

We think this is a helpful offer, but we are going to review it at the end of the school session, by way of a short, anonymous survey and if the feedback is positive and if we can, we will then offer this support on a regular basis.

Thank you.

Psychological Service

Works for Positive Change

PROFESSIONAL REFLECTIVE SUPPORT AND SUPERVISION

- What is it?
- How can it help?
- Is it for me?
- How can I access it?

What is Supervision?

Many professional groups who work with children and young people receive regular professional supervision to support their safe practice and create a space for reflection and growth (Hawkins & Shohet, 2006).

Within the context of local authority schools however supervision is rarely provided as a matter of course to senior managers (Lawrence, 2020).

A research project has been completed recently in *Local Authority* with a small group of head teachers. They were involved in co-creating a framework for a supervision process and then engaged with this process over a number of months.

Feedback from the head teachers, following their engagement in this research, was very positive and as a result it has been agreed to continue to offer reflective professional supervision to a wider range of practitioners.

Head teachers participating in the research said that :

- *supervision improved the quality of care they gave.*
- *they felt less stressed after seeing their supervisor*
- *they were able to widen their skill base during supervision sessions.*

How can it help?

Supervision enables the individual or group to think systemically and psychologically about where their feelings come from, what may lie behind the behaviours of others, what might be the emotional impact from what others carry etc.

It considers the relational aspects of professional life and helps process the emotional impact of your job role.

Supervision is not therapy or counselling, and neither is it a teaching session or line management. It is generally led by experience and the needs of the supervisee rather than being expert led by the supervisor.

With the complex social and emotional situations senior managers manage in schools, it is argued that they do need to understand emotions and relationships and how to engage in a system where they have little control over the component parts.

Supervision is a confidential, professional conversation between a skilled 'Supervisor' who has undergone specialist training, and a 'Supervisee', who has voluntarily requested to engage in the process.

The supervisory relationship is therefore critical to the success of the process. It requires the supervisor to be open, honest and build up trust with the supervisee. The supervisee also needs to be open with their practice and willing to share their views and feelings.
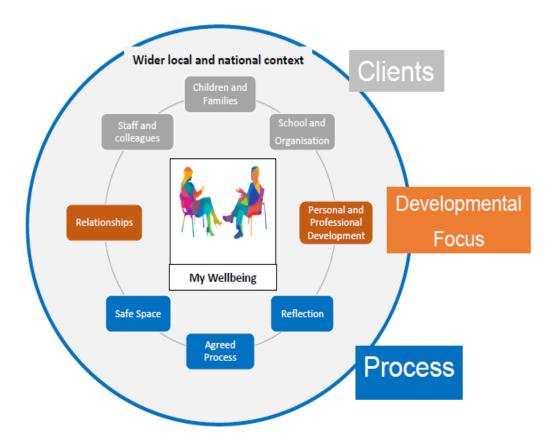
Supervision can be provided in-person or on-line using Microsoft Teams. A formal agreement (contract) is used to establish the parameters of the sessions and to agree dates and times, so that there is a commitment from both the supervisor and supervisee at the outset.

> *"If we are to create learning professions that constantly renew their cultures, then supervision needs to become the learning lungs that assist the professional body in its learning, development and cultural evolution." (Hawkins & McMahon, 2020, p.232)*

How does it work?

The framework created in *Local Authority* is outlined below. It provides a reflective space to support personal and professional growth and development within the context of gaining a deeper understanding of their own situation and also the skills to maintain safe and respectful practice.

However, the main focus is on the support for the wellbeing of the individual engaging in the supervision process.

How can I access supervision?
Members of senior management teams in schools are invited to consider whether professional reflective supervision is a support they would like to engage with. This is a unique offer to teachers in *Local Authority*. Something that is not offered regularly in any other local authority in Scotland.

If you are interested in taking up this offer, an initial contact can be made with xxxxxxxx, who will allocate a supervisor from within the Psychological Services to provide an initial 6 sessions (usually monthly).

The practitioner allocated as 'Supervisor' will then make contact with you and agree dates for supervision that are mutually convenient. Following the initial 6 sessions, practitioners can request to continue with this support, and this will be provided when capacity allows.

References:
- Hawkins, P. & Shohet, R. (2006). *Supervision in the helping professions.* Glasgow: Bell and Bain Ltd.

- Hawkins, P. & McMahon, A. (2020). *Supervision in the helping professions (5[th]ed).* Open University Press.
- Lawrence, N. (2020). Supervision in education – Healthier schools for all. Barnardo's Scotland report on the use of professional or reflective supervision in education.

Appendix 29 – Ethical Approval granted by the University of Strathclyde

Ethics Application Form (Study 1 +2)

Please answer all questions

1. Title of the investigation
The impact of reflective supervision on supporting senior managers in schools within one Scottish local authority
Please state the title on the PIS and Consent Form, if different:

2. Chief Investigator (must be at least a Grade 7 member of staff or equivalent)
Name: Clare Daly ☐ Professor ☐ Reader ☐ Senior Lecturer ☐ Lecturer ☒ Senior Teaching Fellow ☐ Teaching Fellow Department: Psychological Science and Health Telephone: 07792 326 599 E-mail: clare.daly@strath.ac.uk

3. Other Strathclyde investigator(s)
Name: E. Bernadette Cairns Status (e.g. lecturer, post-/undergraduate): Post-graduate: Professional Doctorate Educational Psychology Department: Psychological Science and Health Telephone: 01463 811255 E-mail: e.cairns@strath.ac.uk

4. Non-Strathclyde collaborating investigator(s) (where applicable)
Name: Status (e.g. lecturer, post-/undergraduate): Department/Institution: If student(s), name of supervisor: Telephone: E-mail: Please provide details for all investigators involved in the study:

5. Overseas Supervisor(s) (where applicable)
Name(s): Status: Department/Institution: Telephone: Email: I can confirm that the local supervisor has obtained a copy of the Code of Practice: Yes ☐   No ☐ Please provide details for all supervisors involved in the study:

6. Location of the investigation
At what place(s) will the investigation be conducted Online using Microsoft Teams
If this is not on University of Strathclyde premises, how have you satisfied yourself that adequate Health and Safety arrangements are in place to prevent injury or harm?

The proposed workshops will be conducted online through Microsoft Teams, which is a familiar platform for the staff who will be involved.

7. Duration of the investigation
Duration(years/months) :   4 months

Start date (expected):   15 / 07 / 2021   Completion date (expected):   30 / 12 / 2021

8. Sponsor
Please note that this is not the funder; refer to Section C and Annexes 1 and 3 of the Code of Practice for a definition and the key responsibilities of the sponsor.
Will the sponsor be the University of Strathclyde: Yes ☒
If not, please specify who is the sponsor:

9. Funding body or proposed funding body (if applicable)
Name of funding body:
Status of proposal – if seeking funding (please click appropriate box):
☐ In preparation
☐ Submitted
☐ Accepted
Date of submission of proposal: /   /   Date of start of funding: /   /

10. Ethical issues
Describe the main ethical issues and how you propose to address them:
Participants
Participants will be invited to attend two x two hour workshops. During the workshops the following will be explored:

- the nature of the work of a senior leader in a school
- the tensions and pressures within the role
- the possible benefits of regular professional supervision

Participants in this study do not involve any vulnerable groups. Participants will all be adults who are educated to degree level at least. They will be asked to consent to be involved in both workshops but will be able to withdraw at any time. It is not considered that the subject matter in this research is contentious and participants will be asked to consent to the workshops being recorded, for ease of analysis of the discussion content. The workshops will be transcribed for the purposed of analysis, however the information participants provide in relation to their views and comments will be anonymised in the summary provided from each workshop.

The workshops will be supportive of professional dialogue and it is not anticipated that the content will cause any participant to be upset or distressed. However, given the stresses experienced by school staff over the past year, it is possible that a participant may become distressed during the workshop. At the start of the workshop, the group will be advised that if this is the case, they can switch off their camera and microphone or leave the meeting and return if/when they feel able. The researcher, who is a qualified psychologist, will contact the participant after the workshop to ensure they have the chance to discuss the trigger for their distress and will signpost further support if required. The Participant Information Sheet also provides details of the employee assistance programme available within the local authority should any distress be experienced at any time and any of the participants feel the need to talk to someone out-with the process. Any participant who chooses not to continue with the study can opt out at any time and should any participant have concerns about the process, they will already have been provided with the contact details of the Chief Investigator from Strathclyde University.

Recruitment

All senior managers within schools in the local authority will be sent an initial letter by e-mail asking if they would be interested in participating in the study. This will provide the title and brief details of the study and the required commitment to attend the 2 workshops (Appendix B). Participants will then be selected from those who have expressed an interest and who volunteer to take part in the study. 12 participants are required for the study, with representation from each education sector – primary, secondary and special – and from each of the 4 administrative areas of the local authority (see below). Should there be more people interested than required, those who have indicated an interest and respond first, will be asked to participate, with others being available should anyone from the initial group change their mind once they receive the PIS. Given the number of schools within the local authority, it is not anticipated that there will be a shortage of volunteers. However, should there be a lack of representation from one specific area/sector, a further e-mail will be sent only to those schools within the given criteria to ask again if anyone is interested in participating. Should there still be no interest, this area/sector will not be represented and the study will proceed with less than 12 participants. The Participant Information Sheet is clear that there is no requirement for staff to be involved in the study and there will be no requirement for people to attend should they not wish to, not be interested or have no time to prioritise this within their work schedule. Should anyone choose not to proceed to the workshops once they have been chosen to take part in the study, a substitute from others who have shown an interest will be asked to participate instead.

The researcher is not a member of the senior management team within the local authority or within any school and has no line management responsibility for any of the potential participants. There is no issue therefore of potential coercion or direction to participate.

The information to participants will include the researcher's contact details and also those of the Supervisor, to follow-up with any questions at any time.

Ethical Stance

As a practicing psychologist, the researcher works within the guidance, standards and Code of Practice of the Health and Care Professions Council (HCPC) and the requirements of all Highland Council employees.

Being an employee within the local authority and also the researcher could create some conflicts or tensions, although the aim is to take an interpretivist epistemological stance, where the stress is on understanding the social world of the school senior managers through an examination of their views and interpretations of the system they work in. Having the structure of Engstrom's model (see below) will provide a focus for the discussion within the workshop, allowing the researcher to facilitate the discussion and activity, rather than heavily influence the views of the participants.

11. Objectives of investigation (including the academic rationale and justification for the investigation) Please use plain English.

Aim

This is an initial scoping study. It will explore the culture and nature of the work of school senior managers and in the absence of a formal process of reflective supervision, whether there may be other opportunities for reflection on practice. It will also consider whether senior managers in schools within one Scottish local authority would consider the provision of professional, reflective supervision to be supportive of them in their role. Specifically, it will explore:

- the nature of the work of a senior leader in a school
- the tensions and pressures within the role
- if there are opportunities for reflection on professional and personal issues already within the system
- if professional supervision would provide a benefit in containing anxiety and emotional distress
- if professional supervision would provide a benefit to their professional development
- if there has been a change in culture specifically over the past 12-18 months that would now enable reflective supervision to be more openly accepted within the context of schools

Should this initial study indicate that supervision would be supported by the changing culture and context within education and be considered to be of benefit, approval will be sought for a further study to look in more detail at the nature of such supervision.

Rationale

Many professional groups who work with children and young people receive regular professional supervision to support their safe practice and create a space for reflection and growth (Hawkins and Shohet 2006). In the local authority in which the study is proposed, supervision is not provided as a matter of course to senior managers in schools. Indeed, apart from a few specific or ad hoc examples, this is not an offer made to school senior managers in any part of the United Kingdom and little is currently known as to why this is the case. Over the course of the last year in particular, this has been identified as a need from teacher unions and also from some head teachers themselves. They have voiced the need to share some of the stresses and anxieties they have been experiencing that they don't feel they can share with their staff in schools.

A number of models of supervision do exist within education, but generally these are rooted in a culture of external inspection. Although there has been a move towards a model of collegiality and teacher autonomy through the years (Ngwenya 2020), the culture and climate within education has not yet enabled the provision of space for regular reflective professional supervision for teachers.

As potential support for this stance, an open consultation with education staff across the UK was undertaken by Barnardos in 2019 and the subsequent report advocated supervision for head teachers and others in education as a means of supporting their wellbeing and containing their anxieties (Lawrence 2020). However, this survey did not provide robust data regarding the need for supervision for school senior managers as it was open to a range of individuals working in the field of education and not specifically for head teachers. Of the 402 respondents, there was significant variation in the nature of their experience and roles.

Supervision can be considered a professional conversation that provides a framework for personal support, professional development and reflection. It can lead to a greater level of emotional containment in the individual, greater confidence and competence in practice and ultimately better outcomes for the 'clients' who receive a service from those receiving supervision (Hawkins and Shohet 2006). Supervision for staff involved in working with adults or children can help them to reflect on their practice. It can develop a greater level of knowledge and skill. It can also help with self-control and self-efficacy, which in turn has been found to support their sense of job satisfaction (Carpenter et al 2012). Support for social and emotional wellbeing is also a key aim of supervision and for teachers, this in turn can support better outcomes for children and young people (Glazzard and Rose 2019).

The evidence therefore is fairly substantial that professional supervision may be a 'good thing', but little to evidence why it is not widespread across educational systems. This research aims to explore whether there are cultural barriers within education for the lack of support through supervision, or indeed if support is provided through other opportunities that are not yet clear within the literature, but could be made more visible and expanded upon.

Methodology

This study will take a social constructivist stance and use Sociocultural Activity Theory (Engeström 2001) and the concept of expansive learning (Engeström and Sannino 2010) as a means of exploring the roles, responsibilities and tasks undertaken by senior managers and the supports already available to them. Considering each aspect of their work and the impact each has on the other will provide a framework for the online workshops that will identify the current sources of tension and contradictions within the system. For example, wellbeing is generally agreed to be a priority for pupils, supported by teachers in schools and yet teaching staff and senior managers report that they do not feel their wellbeing needs are fully met. This process will enable the participants to understand the nature of the issues and tensions they are currently experiencing in relation to supporting their wellbeing. It will also provide an opportunity to explore how they manage and contain the pressures within their work and to more clearly define the problem. In turn, consideration will be given to whether supervision might provide part of a solution in containment and support. Within the workshops proposed in the study, there can be challenge to the current system and the historical nature of this and a collective view created of what needs to change and new ways of working that may or may not include supervision.

The initial stages of the cycle of expansive learning (Engeström and Sannino 2010) will be used to provide a framework to the questions asked in the workshops:

1. An initial stage of exploring aspects of current accepted practice and perceived wisdom. This requires questioning, criticising or rejecting some of this as the group considers what they do at a deeper level.
2. The current situation will then be analysed through participant discussion to find out what has created or caused the system to develop as it has and why aspects of work are engaged in, to what end and to whose benefit.
3. The analysis within the workshops will focus on the history of how the system has been created and what have been the key drivers in the past. By also looking at the systemic relationships, a new model and new ideas will be created that offer a better solution to the identified problems.

Participant Selection
Senior Managers within schools have been chosen as a focus for this study for the following reasons:
- They are often placed in a position of listening to and absorbing the anxieties and concerns of their staff.
- They have an understanding of the tensions and stresses implicit in their role.
- They may feel the need for supervision as part of their working practices more acutely as a result of the pressures they experience (Hulusi and Maggs 2015).
- Supporting their wellbeing could therefore have a greater level of benefit across the school (Glazzard and Rose 2019).

The sampling of participants from school senior management will be purposive. This technique is considered appropriate to the study as it requires a range of participants who have an interest in this area of study and are therefore prepared to share their time, which is limited. They also need to have the knowledge and experience that can inform a detailed description of the system as it is experienced across all settings within the local authority (Creswell et al 2011) . Across 203 schools within the local authority, it would not be feasible to undertake the study with all senior managers and as time is limited, ensuring a small sample that provides representation across all geographic areas and all sectors of education is considered appropriate.

Data Collection
Participants will be informed that they can withdraw from the study at any time. Should they choose to engage in the workshops, the data collected will be in the form of collated written information, post-it notes etc from the workshops. The workshops will be undertaken online and so Google Jamboards or Whiteboards on Microsoft Teams will collate the raw data created by the participants, linked to Engestrom's model. The workshop sessions will be recorded, so that the detail of the discussion will not be lost and the rationale for why comments have been associated with the various parts of the model will be clear. The transcripts from the workshops will created immediately afterwards. These write ups will be stored in a password protected Strathclyde University One Drive which will only be accessed by the researcher and the supervisor as required.

Carpenter, J., Webb, C., Bostock, L. and Coomber, C. (2012). Effective supervision in social work and social care. *Social Care Institute for Excellence Research Briefing No 43*
Creswell, J. W., Klassen, A. C., Plano Clark, V. L. and Smith, K. C. (2011). Best Practices for Mixed Methods Research in the Health Sciences. Office of Behavioral and Social Sciences Research
Engeström, Y. (2001., Expansive Learning at Work: toward an activity theoretical reconceptualization. *Journal of Education and Work,* Vol14 2001 Pages 133-156
Engeström, Y. and Sannino, A. (2010). Studies of expansive learning: Foundations, findings and future challenges. *Educational Research Review 5, 1–24*
Glazzard, J. and Rose, A. (2019). The impact of teacher wellbeing and mental health on pupil progress in primary schools. Leeds Beckett University
Hawkins, P., & Shohet, R. (2006). Supervision in the helping professions. Glasgow: Bell and Bain Ltd.
Hulusi. H. M. and Maggs P (2015) Containing the containers: Work Discussion Group supervision for

teachers – a psychodynamic approach *Educational & Child Psychology* Vol. 32 No. 3*,*
Lawrence, N. (2020). Supervision in Education – Healthier Schools For All. Barnardo's Scotland
report on the use of Professional or Reflective Supervision in Education
Ngwenya, V. C. (2020). School-based supervision enhances the professional development of
teachers
South African Journal of Education, Volume 40, Number 3*,*

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12. Participants

Please detail the nature of the participants:
Participants will be senior managers within schools from one local authority (Head Teachers or
Depute Head Teachers working in Highland Council schools). Participants will be advised that the
workshops will require discussion and engagement with jamBoards and Whiteboards and so will be
asked to join the on-line workshops from a private space/office, where they can talk freely and where
the discussion will not be overheard or influenced by others. Engagement is easier with camera's on
and the senior managers are used to attending meetings in this way. They will therefore be asked to
keep their camera's on, unless there is a reason not to do so eg, they wish to take some time to
process an emotion that has been triggered by any of the content, or someone has entered the room.
In such cases, this should be for a short period of time, before they can fully re-engage with the group.

Summarise the number and age (range) of each group of participants:
This study will be conducted through two x two hour workshops that require engagement with the
subject matter and active participation. The numbers within the workshops therefore need to be small
enough to ensure engagement from all, but also enable representation across the various types of
settings available within the local authority.
Faulkener (2003) has proposed that while there is no hard and fast rule for participation levels in
sampling sizes, for studies that take a 'Problem Discovery' approach, group sizes do impact on the
minimum level of problem identification, dependent on the complexity of the issue being considered.
She considered that 10 participants in a group would be able to reveal around 82% of the problems
within a relatively simple task, while 15 participants can uncover around 90% of the identified
problems. (p381).
A purposive sampling approach has been considered appropriate for this study. Representation is
required from all three sectors of education (special, primary and secondary) and from all 4 areas
within the council (North, Mid, South and West). Selecting 3 participants from each of the 4 areas will
provide a group of 12 from those who indicate an interest in participation. It is considered that this will
provide enough variability in knowledge and experience, without being too large as to impact
negatively on the engagement of participantsUnder the current 'covid restrictions' the workshops are
planned to be conducted on-line. The ability for participants to see each other on screen will be
important to support communication between the group. Microsoft Teams will be used as the on-line
platform and this conveniently supports seeing 12 participants on a screen.
For the above reasons, 12 school senior managers will be invited to participate from those indicating
their interest.

Please detail any inclusion/exclusion criteria and any further screening procedures to be used:
It will be beneficial to have representation from schools across all 4 areas within the local authority
and from pre-school/primary, secondary and special school sectors. Participants who indicate an
interest in the study will therefore be chosen to create this sample, so that there is broad
representation.
Should there be more people interested than required, those who have indicated an interest and
respond first, will be asked to participate, with others being available should anyone from the initial
group change their mind once they receive the PIS. Given the number of schools within the local
authority, it is not anticipated that there will be a shortage of volunteers. However, should there be a
lack of representation from one specific area/sector, a further e-mail will be sent only to those schools
within the given criteria to ask again if anyone is interested in participating. Should there still be no
interest, this area/sector will not be represented and the study will proceed with less than 12
participants.

Those who have indicated an interest in participated but have not been chosen will be thanked for their interest and offered a summary of the findings of the research once it has concluded which they can receive by contacting the researcher who will then send it to them.

Faulkner, L. (2003). Beyond the five-user assumption: Benefits of increased sample sizes in usability testing. *Behavior Research Methods, Instruments and Computers*, 35(3), 379-383.

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13. Nature of the participants
Please note that investigations governed by the Code of Practice that involve any of the types of participants listed in B1(b) must be submitted to the University Ethics Committee (UEC) rather than DEC/SEC for approval.

Do any of the participants fall into a category listed in Section B1(b) (participant considerations) applicable in this investigation?: No ⊠
If yes, please detail which category (and submit this application to the UEC):

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14. Method of recruitment
Describe the method of recruitment (see section B4 of the Code of Practice), providing information on any payments, expenses or other incentives.
Recruitment
- The researcher will contact the Executive Chief Officer for Education and Learning within the local authority about the project and gain permission to contact school senior managers directly (see Appendix A – Letter/Email to ECO Education and Learning).
- School senior managers will be invited to express an interest in participating in the study (see Appendix B – Letter/Email to School Senior Managers.
- Should there be more people interested than required, those who have indicated an interest and respond first, will be asked to participate, with others being available should anyone from the initial group change their mind once they receive the PIS. Given the number of schools within the local authority, it is not anticipated that there will be a shortage of volunteers. However, should there be a lack of representation from one specific area/sector, a further e-mail will be sent only to those schools within the given criteria to ask again if anyone is interested in participating. Should there still be no interest, this area/sector will not be represented and the study will proceed with less than 12 participants.
- Those who have indicated an interest in participated, but have not been chosen will be thanked for their interest and offered a summary of the findings of the research once it has concludedOnce expressions of interest have been received, participants who meet the representation criteria as noted above will be invited to participate in the study. This group will be sent the Participant Information Sheet (appendix C) as a formal invitation and will be asked to complete the Consent Form (appendix D) and return this to the researcher by e-mail, by a set date
- Once all consent forms have been received the dates and times of the workshops will be sent to the participants.

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15. Participant consent
Please state the groups from whom consent/assent will be sought (please refer to the Guidance Document). The PIS and Consent Form(s) to be used should be attached to this application form.
School senior managers participating in the study will be asked to give their consent as noted in the Consent Form attached (appendix D).

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16. Methodology
Investigations governed by the Code of Practice which involve any of the types of projects listed in B1(a) must be submitted to the University Ethics Committee rather than DEC/SEC for approval.

Are any of the categories mentioned in the Code of Practice Section B1(a) (project considerations) applicable in this investigation?   ☐ Yes   ☒ No If 'yes' please detail:

Describe the research methodology and procedure, providing a timeline of activities where possible. Please use plain English.

This is an initial study to scope out the system in which head teachers work within one Scottish local authority and what supports are currently in place for them. The process will explore whether senior managers in schools would consider the provision of professional, reflective supervision to be necessary and supportive of them in their role; It will explore if this would provide a benefit in containing anxiety and emotional distress and therefore supporting their wellbeing. Should they indicate that supervision would be of benefit, approval will be sought for a further study to look in more detail at the nature of this supervision.

This study will be undertaken in two x two hour workshops, with the researcher taking a social constructivist stance and use Sociocultural Activity Theory (Engeström 2001) and the concept of expansive learning (Engeström and Sannino 2010) as a means of exploring the roles, responsibilities and tasks undertaken by senior managers and the supports already available to them. Participants will be asked to be involved in BOTH workshops.

The two sessions will take an open stance of 'problem discovery' and will involve the same 12 participants in each, to ensure a wide range of knowledge and skill is able to be shared within the process (Faulkener 2003). The initial stages of the cycle of expansive learning (Engeström and Sannino 2010) will be used to provide a framework to the questions asked in the workshops:

Workshop 1
1. Welcome to participants and an outline of the study. Thanks for their participation.
2. A further reminder that participants can withdraw from the study at any time, however their contributions to the discussion up to that point will remail as part of the data collection as it will be linked to other comments and parts of the discussion..
3. An outline of the concepts of expansive learning and the main elements of an activity system (2nd Generation) that will be used to focus the discussion (Subject, Tools and Objects, Rules, Division of Labour and Community), placing the senior managers as the subjects within their system.
4. Identify on a Jamboard/whiteboard the detail for each of these aspects, capturing the key elements of how senior managers support others and also those aspects of the system that relate to supporting senior managers in the tasks they undertake.

Workshop 2
1. Welcome to participants and thanks for their participation.
2. A further reminder that they can withdraw from the study at any time, however their contributions to the discussion up to that point will remail as part of the data collection as it will be linked to other comments and parts of the discussion..
3. Outline the format for this second workshop.
4. Provide a summary of the work undertaken at the first workshop and the detail of the system created previously. Give participants a chance to add any additional details.
5. The current situation will then be analysed through participant discussion to find out what has created or caused the system to develop as it has and why aspects of work are engaged in, to what end and to whose benefit. Identify the contradictions and tensions that may be causing greater difficulty for the head teachers.
6. Once the system has been detailed and understood within its historical context and current local and national drivers, consider those parts of the system that are helpful and those that are less helpful and whether there are any perceived gaps in the system in relation to staff support, specifically for school senior managers.

7. Consider whether a new model and new ideas are required. Within the range of identified problems that may emerge, would the introduction of reflective supervision provide support and be of benefit, or would this be an unnecessary addition to the system.

8. Thank participants for their involvement

After both workshops have been completed, participants will be provided with a summary of the system as identified and the professional discussions and conclusions. This will be send by secure e-mail to each participant.

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Engeström, Y. (2001., Expansive Learning at Work: toward an activity theoretical reconceptualization. *Journal of Education and Work,* Vol14 2001 Pages 133-156
Engeström, Y. and Sannino, A. (2010). Studies of expansive learning: Foundations, findings and future challenges. *Educational Research Review 5,* 1–24
Faulkner, L. (2003). Beyond the five-user assumption: Benefits of increased sample sizes in usability testing. *Behavior Research Methods, Instruments and Computers*, 35(3), 379-383.

What specific techniques will be employed and what exactly is asked of the participants? Please identify any non-validated scale or measure and include any scale and measures charts as an Appendix to this application. Please include questionnaires, interview schedules or any other non-standardised method of data collection as appendices to this application.

Within this study, 2 workshops are proposed. Participants will be asked to attend both workshops. Participants will also be informed that the workshops will be recorded to aid analysis of the information provided through discussion and activity.

The researcher within the study will take a social constructivist approach where experience and understanding is valued and shared within a social context, to open up new possibilities and jointly construct new knowledge. The workshops will use the 2nd Generation Activity Theory diagram (Appendix E), as a tool for facilitating discussion with the group. This will provide a focus for the exploration with participants on the various aspects of the current education system that provide professional and personal support. The identification of tensions and contradictions within the system can establish a platform for creating a vision for how participants would like the system to be and setting goals in relation to how to get to that preferred future.

Feedback and views from the group discussions will be captured on JamBoards/Whiteboards on Microsoft Teams as this can support the collaboration of individuals on the same topic at the same time, similar to gathering views on a flip chart. In-group voting will also be used eg the use of Menti-Meter, as a means of prioritising actions and reaching consensus within the group. Summaries of the overall discussion will be recorded but views will not be linked to any individual participant. Participant agreement to the on-line sessions being recorded is part of the required consent, to ensure individual comments are not lost within the process and to capture any specific quotes that would provide examples of the current need, barriers or perceived benefits as we work through the process. No comment or quote will be attributable to any one individual in the final write up or summary provided. The transcripts of the recordings will be held as data stored from the research and will be held securely on the University of Strathclyde's One Drive.

Where an independent reviewer is not used, then the UEC, DEC or SEC reserves the right to scrutinise the methodology. Has this methodology been subject to independent scrutiny? No ☒
If yes, please provide the name and contact details of the independent reviewer:

17. Previous experience of the investigator(s) with the procedures involved. Experience should demonstrate an ability to carry out the proposed research in accordance with the written methodology.

As part of my role as principal educational psychologist, I am regularly asked to facilitate workshops with groups of professionals and have developed a level of skill and competence in these processes as a way to investigate key issues and identify next steps in complex situations.

A core component of working as a principal educational psychologist within a local authority is to undertake action research, to gather data, analyse this and then plan interventions at a strategic level for implementation across the service or the local authority as a whole. As such, I have had many years' experience of working with others in workshops, gathering views through focus groups or identifying priorities collaboratively with colleagues, to create new systems and processes. Once changes are identified, these are then implemented using theories of change, systems thinking and implementation science.

Completing the current study at doctoral level will require my engagement in the role of researcher, using a more scientific lens. However, my previous experience has supported the development of the skill and knowledge to facilitate the component parts of the study and to work through the process within the methodology explained above.

The principal Investigator is qualified to Doctorate level and has experience in supervising doctoral students.

18. Data collection, storage and security

How and where are data handled? Please specify whether it will be fully anonymous (i.e. the identity unknown even to the researchers) or pseudo-anonymised (i.e. the raw data is anonymised and given a code name, with the key for code names being stored in a separate location from the raw data) - if neither please justify.

The participants will obviously be known to the researcher and to each other as they will take part in facilitated workshops together. However, the researcher will not disclose the list of participants to others. The collated feedback from the workshops will be fully anonymous as no personal information will be linked to any of the issues discussed or feedback given.

The researcher uses an encrypted laptop supplied by Highland Council. At this stage it is intended that the sessions will be completed using Microsoft Teams, which staff are all familiar with. Information collated on Jam Boards/Whiteboards during the workshop sessions will be stored immediately on the researcher's One Drive on the Strathclyde University server.

Explain how and where it will be stored, who has access to it, how long it will be stored and whether it will be securely destroyed after use:

Participant details and data from the workshop sessions will be stored and analysed on the researcher's One Drive on the Strathclyde University server and accessed by the researcher and supervisor only. ~~Both the computer and the One Drive Account require different username/passwords.~~ The data will be anonymised at the point of transcription of the workshops, with initials used for each participant and this, alog with the participant contact details, will be held until the completion of the Doctorate research which is anticipated to be autumn 2022. The workshop data only will then be archived on the University Server so that it can be available to independent researchers in the future if required.

Will anyone other than the named investigators have access to the data? Yes ☐ No ☒
If 'yes' please explain:

19. Potential risks or hazards

Briefly describe the potential Occupational Health and Safety (OHS) hazards and risks associated with the investigation:

Although the content of the workshops is not expected to cause any distress to participants, given the stresses experienced by school staff over the past year, it is possible that a participant may become distressed during the workshop. At the start of the workshop, the group will be advised that if this is the case, they can switch off their camera and microphone or leave the meeting and return if/when

they feel able. The researcher, who is a qualified psychologist, will contact the participant after the workshop to ensure they have the chance to discuss the trigger for their distress and will signpost further support if required.

In the PIS participants also will be given the contact details of the Employee Assistance Service within the local authority that can be contacted at any time by any employee experiencing distress of any kind and looking for support.

Participants will be advised that the workshops will require discussion and engagement with jamBoards and Whiteboards and so will be asked to join the on-line workshops from a private space/office, where they can talk freely and where the discussion will not be overheard or influenced by others.

Please attach a completed eRisk Assessment for the research. Further Guidance on Risk Assessment and Form can be obtained on Occupational Health, Safety and Wellbeing's webpages An eRisk Assessment form has been completed.

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20. What method will you use to communicate the outcomes and any additional relevant details of the study to the participants?

The participants will receive a summary of the workshop discussions and will also be sent a final summary of the main findings of the doctoral research. A final workshop presentation will also be offered to participants and the ECO for Education at the end of the study, providing a summary of the findings.

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21. How will the outcomes of the study be disseminated (e.g. will you seek to publish the results and, if relevant, how will you protect the identities of your participants in said dissemination)?

The findings of the research will be shared with the university as part of the doctoral thesis and will become part of the university library. The researcher will seek to publish the study in appropriate journals. It would be a suitable topic for peer reviewed educational journals. The researcher will also seek opportunities to present the research at appropriate conferences to share practice and support the national conversation on supervision in education. There will be no information attributed to any individual in the data presented.

Checklist	Enclosed	N/A
Participant Information Sheet(s)	☒	☐
Consent Form(s)	☒	☐
Sample questionnaire(s)	☐	☒
Sample interview format(s)	☐	☒
Sample advertisement(s)	☐	☒
OHS Risk Assessment (S20)	☒	
Any other documents (please specify below)	☐	☐
Letter/Email to ECO Education and Learning	☒	☐
Letter/Email to Head Teacher	☒	☐

22. Chief Investigator and Head of Department Declaration
Please note that unsigned applications will not be accepted and both signatures are required

I have read the University's Code of Practice on Investigations involving Human Beings and have completed this application accordingly. By signing below, I acknowledge that I am aware of and accept my responsibilities as Chief Investigator under Clauses 3.11 – 3.13 of the Research Governance Framework and that this investigation cannot proceed before all approvals required have been obtained.

Signature of Chief Investigator

Please also type name here: Clare Daly

I confirm I have read this application, I am happy that the study is consistent with departmental strategy, that the staff and/or students involved have the appropriate expertise to undertake the study and that adequate arrangements are in place to supervise any students that might be acting as investigators, that the study has access to the resources needed to conduct the proposed research successfully, and that there are no other departmental-specific issues relating to the study of which I am aware.

Signature of Head of Department

Please also type name here   Allan Hewitt

Date: 27 / 05 / 2021

23. Only for University sponsored projects under the remit of the DEC/SEC, with no external funding and no NHS involvement

Head of Department statement on Sponsorship
This application requires the University to sponsor the investigation. This is done by the Head of Department for all DEC applications with exception of those that are externally funded and those which are connected to the NHS (those exceptions should be submitted to R&KES). I am aware of the implications of University sponsorship of the investigation and have assessed this investigation with respect to sponsorship and management risk. As this particular investigation is within the remit of the DEC and has no external funding and no NHS involvement, I agree on behalf of the University that the University is the appropriate sponsor of the investigation and there are no management risks posed by the investigation.

If not applicable, tick here ☐

Signature of Head of Department	*[signature]*
Please also type name here	Allan Hewitt
Date:	27/05/ 2021

> For applications to the University Ethics Committee, the completed form should be sent to ethics@strath.ac.uk with the relevant electronic signatures.

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24. Insurance

The questionnaire below must be completed and included in your submission to the UEC/DEC/SEC:

Is the proposed research an investigation or series of investigations conducted on any person for a Medicinal Purpose? Medicinal Purpose means: ▪ treating or preventing disease or diagnosing disease or ▪ ascertaining the existence degree of or extent of a physiological condition or ▪ assisting with or altering in any way the process of conception or ▪ investigating or participating in methods of contraception or ▪ inducing anaesthesia or ▪ otherwise preventing or interfering with the normal operation of a physiological function or ▪ altering the administration of prescribed medication.	**No**

If "**Yes**" please go to **Section A (Clinical Trials)** – all questions must be completed
If "**No**" please go to **Section B (Public Liability)** – all questions must be completed

Section B (Public Liability)	
Does the proposed research involve :	
a) aircraft or any aerial device	**No**
b) hovercraft or any water borne craft	**No**
c) ionising radiation	**No**
d) asbestos	**No**
e) participants under 5 years of age	**No**
f) participants known to be pregnant	**No**
g) pharmaceutical product/appliance designed or manufactured by the institution?	**No**
h) work outside the United Kingdom?	**No**

*If **"YES"** to any of the questions the UEC/DEC/SEC should refer to Finance (*insurance-services@strath.ac.uk*).*

Please provide any further relevant information here:

Ethics Application Form (Study 3)

Please answer all questions

1. Title of the investigation
Evaluating the impact of reflective supervision on supporting the wellbeing of head teachers in schools within one Scottish local authority *(This is the second study following on from a preliminary study undertaken in October 2021)*
Please state the title on the PIS and Consent Form, if different:

2. Chief Investigator (must be at least a Grade 7 member of staff or equivalent)
Name: Clare Daly
☐ Professor
☐ Reader
☐ Senior Lecturer
☐ Lecturer
☒ Senior Teaching Fellow
☐ Teaching Fellow
Department: Psychological Science and Health
Telephone: 07792 326 599
E-mail: clare.daly@strath.ac.uk

3. Other Strathclyde investigator(s)
Name: E. Bernadette Cairns
Status (e.g. lecturer, post-/undergraduate): Post-graduate: Professional Doctorate Educational Psychology
Department: Psychological Science and Health
Telephone: 01463 811255
E-mail: e.cairns@strath.ac.uk

4. Non-Strathclyde collaborating investigator(s) (where applicable)
Name: Marion Fraser
Status (e.g. lecturer, post-/undergraduate): Clerical Assistant
Department/Institution: Highland Council
If student(s), name of supervisor:
Telephone: 01463 644400
E-mail: marion.fraser@highland.gov.uk
Please provide details for all investigators involved in the study:

5. Overseas Supervisor(s) (where applicable)
Name(s):
Status:
Department/Institution:
Telephone:
Email:
I can confirm that the local supervisor has obtained a copy of the Code of Practice: Yes ☐   No ☐
Please provide details for all supervisors involved in the study:

6. Location of the investigation
At what place(s) will the investigation be conducted
Online using Microsoft Teams

If this is not on University of Strathclyde premises, how have you satisfied yourself that adequate Health and Safety arrangements are in place to prevent injury or harm?
Supervision and focus groups will be conducted online through Microsoft Teams, which is a familiar platform for the participants who will be involved.

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7. Duration of the investigation

Duration(years/months) :   4 months

Start date (expected):   1 / 03 / 2022   Completion date (expected):   30 / 6 / 2022

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8. Sponsor
Please note that this is not the funder; refer to Section C and Annexes 1 and 3 of the Code of Practice for a definition and the key responsibilities of the sponsor.

Will the sponsor be the University of Strathclyde: Yes ☒
If not, please specify who is the sponsor:

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9. Funding body or proposed funding body (if applicable)
Name of funding body:
Status of proposal – if seeking funding (please click appropriate box):
☐ In preparation
☐ Submitted
☐ Accepted
Date of submission of proposal: /   /   Date of start of funding: /   /

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10. Ethical issues
Describe the main ethical issues and how you propose to address them:
Participants
2 groups of participants are required for this study – head teachers, who will take the role of supervisee and educational psychologists who will take the role of supervisor.

Head teacher participants will be invited to attend monthly supervision sessions with an educational psychologist who is already trained to provide professional, reflective supervision. The head teacher participants have been involved in a previous study investigating this topic and all have requested they be part of the next study. This will require the head teachers in the role of supervisees, to be involved in supervision which will be offered by the educational psychologists in the role of supervisor. The supervision sessions will be 1 hour long and arranged from March to June 2022.

Participants in this study do not involve any vulnerable groups. Participants will all be adults who are educated to degree level at least. They will be asked to consent to attend all 6 supervision sessions but will be able to withdraw at any time. The discussion within the supervision sessions will remain confidential to the participants, with the exception of the following: harm or risk of harm to any individual or any contravention of law or professional code of conduct. Safeguarding concerns will be addressed through the local authority child protection procedures ((https://hcpc.scot/wp-content/uploads/2020/04/Final-Highland-CP-Guidance-2020-COVID19-VERSION.pdf). Potential harm to the individual participant will be discussed with the participant in the first instance and in extreme situations may need to be reported to the participants line manager. Similarly, should any deliberate contraventions of law or professional code of practice arise, this may need to be referred to the participants line manager. These exceptions to confidentiality are usual and accepted within the process of supervision and will be clear to participants at the outset.
Given the stresses experienced by the head teacher participants as identified in the preliminary study, it is possible that a head teacher participant may become distressed during the sessions. The participants in the roles of supervisors however are all qualified psychologists and should be able to support the head teacher participant appropriately at the time and can advise on other supports that

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they should access to support their mental health and wellbeing should this be necessary. The Participant Information Sheet (appendix B) also provides details of the employee assistance programme available within the local authority to any participant experiencing distress or if any of the participants feel the need to talk to someone out-with the process. Any participant who chooses not to continue with the study can opt out at any time and should any participant have concerns about the process, they will already have been provided with the contact details of the Chief Investigator from Strathclyde University.

Recruitment

This is the second study into the effectiveness of reflective, professional supervision. The 12 head teacher participants recruited to participate in the previous study (study 1) will be offered the opportunity to participate in this study (study 2), as they have indicated their wish to continue their involvement. These 12 participants provide representation from each education sector – primary, secondary and special – and from each of the 4 administrative areas of the local authority. The Participant Information Sheet for study 2 is clear however that there is no requirement for this current group of participants to be involved in the study and there will be no requirement for any individual to continue their participation should they not wish to, not be interested or have no time to prioritise this within their work schedule.

Should any of the participants in Study 1 request supervision, but not wish to participate in the study, this can be offered as part of the role of the educational psychologist supporting their school and can be arranged separately to this study by mutual agreement.

The researcher is not a member of the senior management team within the local authority or within any school and has no line management responsibility for any of the potential head teacher participants. This should reduce the likelihood of participants feeling any external coercion or direction to participate. Although participants in study 1 have all indicated their wish to continue to study 2, it is clear in the Participant Information Sheet that this is a separate study and that they do not have to continue, should they not wish to do so.

The information to participants will include the researcher's contact details and also those of the researcher's supervisor, to follow-up with any questions at any time.

One aspect of the role of educational psychologists is to provide and receive professional reflective supervision. Many are very experienced in supporting school staff in this respect and all have some experience as it is a core function of the role (HCPC 2021). Educational psychologists have all received training on the models of supervision and safe delivery of supervision to others. Up to 12 educational psychologists could be recruited to participate in the study if as many as this indicate their interest. However, only 6 participants are required. This allows each educational psychologist to be allocated a maximum of 2 head teachers to support through the process of the study by delivering monthly supervision to them. This number has been chosen so that the additional workload on any individual educational psychologist is manageable.

The educational psychologist participants in the study are line managed by the researcher and therefore issues around coercion need to be carefully considered.

There are 15 educational psychologists in the team. An initial letter will be sent out to all educational psychologists (Appendix F) asking if they would be interested in participating in the first instance, with an outline of the study. This will be sent from the researcher but will be clear that there is no obligation for any individual member of the team to participate. The Participant Information Sheet will be sent to all members of the team to provide information on the study that will assist with their decision to participate or not. Because of the level of interest and involvement in supervision to date within the team, it is predicted that enough people will indicate their willingness to participate. In the unlikely event that more than 12 educational psychologists are willing to participate in the study, the first 12 to agree will be accepted onto the study. Should individuals subsequently choose not to participate, the offer will be made to the next listed educational psychologist who has indicated their interest in engaging with the study.

Should fewer than 6 educational psychologists agree to participate in the study, the number of head teachers being offered supervision may need to be reduced accordingly. This will impact on the quantitative data gathered through the wellbeing survey and will reduce the possibility of seeing trends across time, but the qualitative data obtained from the final workshops will still provide information about the experience of the participants that are involved, which will be helpful to report.

Ethical Stance

As a practicing psychologist, the researcher works within the guidance, standards and Code of Practice of the Health and Care Professions Council (HCPC) and the requirements of all Highland Council employees. However in the context of this study, the researcher will remind participants that she is a researcher for The University of Strathclyde and will be working in this capacity.

Being an employee within the local authority and also the researcher could create some conflicts or tensions within the final focus groups. It will be important for the researcher to remain in this role throughout and to remain neutral while facilitating the focus groups. However, the aim is to take an interpretivist epistemological stance, where the stress is on understanding the experiences of the head teachers and educational psychologists through an examination of their views and interpretations of the supervision process. To mitigate any issues for the researcher and to create a space where participants feel they can speak freely in the focus groups, the group discussion will be framed around specific questions set by the researcher, but the researcher's role will then be to acknowledge feedback without participating actively in the discussion. The structure of the focus groups will provide a focus for the discussions at the end of the study, allowing the researcher to facilitate the discussion and activity, rather than heavily influence the views of the participants.

Should any of the participants in the focus groups experience any emotional issues due to the content raised during the session, the researcher will advise on other supports that they could access to support their mental health and wellbeing should this be necessary. The Participant Information Sheet (appendix B) also provides details of the employee assistance programme available within the local authority to any participant experiencing distress or if any of the participants feel the need to talk to someone out-with the process. Any participant who chooses not to continue with the study can opt out at any time and should any participant have concerns about the process, they will already have been provided with the contact details of the Chief Investigator from Strathclyde University.

The researcher is aware that as the manager of the Psychological Service, educational psychologists may feel that they have to engage in the study. It will be important to stress that there is no obligation on any member of the team to do so. Giving permission for the team to NOT participate will be welcome by the team as it is recognised that some members will not currently have the time or the developed skill to be able to participate in this study.

Health Care Professionals Council (2021). *Guidance on Supervision*. https://www.hcpc-uk.org/standards/meeting-our-standards/supervision-leadership-and-culture/supervision/

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11. Objectives of investigation (including the academic rationale and justification for the investigation) Please use plain English.

Aim

This is the second study of two. The initial scoping study for which ethics approval was received in August 21, explored the culture and nature of the work of school head teachers and in the absence of a formal process of reflective supervision, whether there may be other opportunities for reflection on practice. It also investigated whether head teachers in schools within one Scottish local authority would consider the provision of professional, reflective supervision to be supportive of them in their role. The participants in study 1 unanimously concluded that professional reflective supervision could be of benefit to them in supporting their wellbeing and wanted to engage in this further study (study 2), while receiving supervision, to check if this was the case.

Rationale

Many professional groups who work with children and young people receive regular professional supervision to support their safe practice and create a space for reflection and growth (Hawkins and Shohet 2006). In the local authority in which study 2 is proposed, supervision is not provided as a matter of course to head teachers in schools. Indeed, apart from a few specific or ad hoc examples, this is not an offer made to school head teachers in any part of the United Kingdom and little is currently known as to why this is the case. Over the course of the last year in particular, this has been identified as a need from teacher unions and also from some head teachers themselves (Lawrence 2020). They have voiced the need to share some of the stresses and anxieties they have been experiencing that they don't feel they can share with their staff in schools.

Supervision can be considered a professional conversation that provides a framework for personal support, professional development and reflection. It can lead to a greater level of emotional containment in the individual, greater confidence and competence in practice and ultimately better outcomes for the 'clients' who receive a service from those receiving supervision (Hawkins and Shohet 2006). Supervision for staff involved in working with adults or children can help them to reflect on their practice. It can develop a greater level of knowledge and skill. It can also help with self-control and self-efficacy, which in turn has been found to support their sense of job satisfaction (Carpenter et al 2012). Support for social and emotional wellbeing is also a key aim of supervision and for teachers, this in turn can support better outcomes for children and young people (Glazzard and Rose 2019).

The proposed study aims to evaluate the impact supervision may have on the wellbeing of head teachers in schools by providing 6 sessions between March and June 2022 and noting the change in wellbeing of head teacher participants prior to participation in each supervision session during that 4 months. At the conclusion of the 4 months, 2 focus groups will be undertaken with the participants – one with the head teachers (in their role as supervisees) and one with the educational psychologists (in their role as supervisors). These focus groups will gather information on the process of the supervision, what has been successful and what has worked less well. This information will inform further practice should it be decided to embed supervision into the support structure for head teachers within the local authority in the future.

Carpenter, J., Webb, C., Bostock, L. and Coomber, C. (2012). Effective supervision in social work and social care. *Social Care Institute for Excellence Research Briefing No 43*

Glazzard, J. and Rose, A. (2019). The impact of teacher wellbeing and mental health on pupil progress in primary schools. Leeds Beckett University

Hawkins, P., & Shohet, R. (2006). *Supervision in the helping professions*. Glasgow: Bell and Bain Ltd.

Lawrence, N. (2020). Supervision in Education – Healthier Schools For All. Barnardo's Scotland report on the use of Professional or Reflective Supervision in Education

12. Participants

Please detail the nature of the participants:

Participants will be head teachers within schools from one local authority (Highland Council) and educational psychologists from the same local authority Psychological Service.

The head teacher participants from the previous study undertaken by the researcher (Study 1), will all be offered the option of participating in this study (Study 2). They have all requested that they be allowed to continue with the study and having a knowledge and understanding of supervision from the discussion thus far, will be helpful to participants in this study. A purposive sampling approach has been considered appropriate for this study. Within the 12 head teacher participants already recruited for study 1, there is representation from all three sectors of education (special, primary and secondary) and from all 4 areas within the council (North, Mid, South and West). It is considered that this will provide enough variability in knowledge and experience, without being too large as to impact negatively on the engagement of participants.

The educational psychologist participants will be drawn from the wider Educational Psychology Service who have all received training in supervision and are skilled and experienced to varying degrees in facilitating supervision with head teachers and others. Those who note an interest in participating with the study will therefore be able to facilitate the required monthly supervision sessions.

Participant Selection
Head Teacher Participants
Head teachers within schools have been chosen as a focus for this study for the following reasons:

- They are often placed in a position of listening to and absorbing the anxieties and concerns of their staff.
- They have an understanding of the tensions and stresses implicit in their role.
- They may feel the need for supervision as part of their working practices more acutely as a result of the pressures they experience (Hulusi and Maggs 2015).
- Supporting their wellbeing could therefore have a greater level of benefit across the school (Glazzard and Rose 2019).

The sampling of participants from school senior management in study 1 was purposive. This technique is considered appropriate to the study as it requires a range of participants who have an interest in this area of study and are therefore prepared to share their time, which is limited. They also need to have the knowledge and experience that can inform a detailed description of the system as it is experienced across all settings within the local authority (Creswell et al 2011) . Across 203 schools within the local authority, it was not feasible to undertake study 1 with all head teachers and as time was limited, ensuring a small sample that provides representation across all geographic areas and all sectors of education was considered appropriate. This group of participants have all asked to be involved in study 2 and so it is not intended to recruit any additional participants, but to afford this same group the opportunity to engage as participants in study 2.

Educational Psychologist Participants
Educational psychologists from within the local authority Psychological Service have been chosen to provide the supervision within this study for the following reasons:
- Education psychologists, through their training and experience, are considered to have the knowledge and skills to be able to provide supervision to others (Nolan 1999, Farrell et al 2006).
- The educational psychologists in the local authority in which the research is being carried out, have had training in supervision, which has been shown to lead to greater outcomes (White and Winstanley 2010))
- This is guided by the British Psychological Service guidance on how this might be undertaken both within the profession and by the profession (BPS 2017). This guidance was further updated to support the provision of supervision on-line in 2020 (BPS 2020).
- Educational psychologists have an understanding of the role of head teachers and are regular visitors to schools. They are consulted with regularly and a familiar support to school staff
- In a survey undertaken with school staff in 2016, schools reported that Educational Psychologists were the key providers of mental health support in schools, providing 81% of the specialist mental health support (Sharpe et al 2016). They are therefore trusted by school staff to undertake this type of sensitive support and emotional containment

The sampling of educational psychologists as participants in this study will be purposive. They need to have the knowledge and appropriate level of skill to be able to support head teachers, as well as an interest in this area of work and also the time in their scheduled workload to be able to commit to provide the 6 sessions of supervision to the head teacher participants allocated to them.

Summarise the number and age (range) of each group of participants:
This study will be conducted through 6 x 1 hour supervision sessions and 2 final one-hour focus groups (one for each set of participants), that will require engagement with the subject matter and active participation. The supervision sessions will take place between the educational psychologist, in the role of supervisor and the head teacher, in the role of supervisee. The final focus groups will be for the head teachers and educational psychologists separately, so that they can focus on the process of supervision from the point of view of their specific roles. These focus groups will consider the process of the supervision and not the content.

Faulkener (2003) has proposed that while there is no hard and fast rule for participation levels in sampling sizes, for studies that take a 'Problem Discovery' approach, group sizes do impact on the minimum level of problem identification, dependent on the complexity of the issue being considered. She considered that 10 participants in a group would be able to reveal around 82% of the problems within a relatively simple task, while 15 participants can uncover around 90% of the identified problems. (p381). Numbers within the focus groups need to be small enough to ensure engagement from all and so a group of 12 (head teachers) and a separate group of 6-12 (educational psychologists), has been agreed as a suitable number.

Although the situation may change by June 2022, the final focus groups are being planned as on-line sessions in line with current covid restrictions. The ability for participants to see each other on screen will be important to support communication between the group. Microsoft Teams will be used as the on-line platform and this conveniently supports seeing 12 participants on a screen.

For the above reasons, the 12 head teachers already engaged in study 1 will be invited to participate in study 2 and a maximum of 12 educational psychologists will be recruited to participate as supervisors in the study.

Please detail any inclusion/exclusion criteria and any further screening procedures to be used:

All 15 educational psychologists within the local authority service will be invited to note an interest in participating in the study. It is unlikely that as many as 12 educational psychologists will note interest and the study can continue as planned with as few as 6 educational psychologists agreeing to participate. In the unlikely event that more than 12 educational psychologists are willing to participate in the study, the first 12 members of the team who note interest, will be accepted onto the study. The Participant Information Sheet will be sent to all educational psychologists to provide them with information about the study, to assist with their decision about whether to note interest or not. Should individuals choose not to participate once invited to do so, the offer to be involved in the study will be made to the next educational psychologist who has indicated their interest in engaging with the study.

Should fewer than 6 educational psychologists agree to participate in the study, the number of head teachers being offered supervision may need to be reduced accordingly.

British Psychological Society (2017). *Practice guidelines* (3rd ed). https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Practice%20Guidelines%20%28Third%20Edition%29.pdf

British Psychological Society (2020). New guidance on digital adaptations to supervision and observations. https://www.bps.org.uk/news-and-policy/new-guidance-digital-adaptations-supervision-and-observations

Creswell, J. W., Klassen, A. C., Plano Clark, V. L. and Smith, K. C. (2011). Best Practices for Mixed Methods Research in the Health Sciences. Office of Behavioral and Social Sciences Research

Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G., & O'Connor, M. (2006). *A review of the functions and contribution of educational psychologists in England and Wales in light of 'Every Child Matters: Change for children'.* Annesley: Department for Education and Skills Publications.

Faulkner, L. (2003). Beyond the five-user assumption: Benefits of increased sample sizes in usability testing. *Behavior Research Methods, Instruments and Computers*, 35(3), 379-383.

Glazzard, J. and Rose, A. (2019). The impact of teacher wellbeing and mental health on pupil progress in primary schools. Leeds Beckett University

Hulusi. H. M. and Maggs P (2015) Containing the containers: Work Discussion Group supervision for
teachers – a psychodynamic approach *Educational & Child Psychology* Vol. 32 No. 3,

Nolan, A. (1999). Supervision for educational psychologists: How are we doing? *Educational Psychology in Practice, Vol. 15, No. 2, 98–107.*

Sharpe, H., Ford, T., Lereya, S. T., Owen, C., Viner, R. M., & Wolpert, M. (2016). Survey of schools' work with child and adolescent mental health across England: A system in need of support. *Child and Adolescent Mental Health*, *21*(3), 148–153.

White, E. and Winstanley, J. (2010). A randomised controlled trial of clinical supervision: Selected findings from a novel Australian attempt to establish the evidence base for causal relationships with quality of care and patient outcomes, as an informed contribution to mental health nursing practice development. *Journal of Research in Nursing, 15 (2):* 151-167

13. Nature of the participants
Please note that investigations governed by the Code of Practice that involve any of the types of participants listed in B1(b) must be submitted to the University Ethics Committee (UEC) rather than DEC/SEC for approval.
Do any of the participants fall into a category listed in Section B1(b) (participant considerations) applicable in this investigation?: No ⊠ If yes, please detail which category (and submit this application to the UEC):

14. Method of recruitment
Describe the method of recruitment (see section B4 of the Code of Practice), providing information on any payments, expenses or other incentives.

Head Teacher Recruitment

- The researcher has already recruited a group of head teachers for Study 1, who have all requested that they be involved in Study 2.
- This group of head teachers will be sent the Participant Information Sheet (appendix B) as a formal invitation and will be asked to complete the Consent Form (appendix C) and return this to the researcher by e-mail, by a set date.
- Once all consent forms have been received the head teachers will be allocated to the educational psychologist participants on a random basis and asked to agree dates and times of the monthly supervision sessions together,
- They will also be sent the date and time of the final focus group session in June 2022.

Educational Psychologist Recruitment

- The researcher manages the Educational Psychology team and is therefore mindful of the possible issue of coercion. To mitigate this, all 15 educational psychologists in the team will be invited to participate in the study with a clear statement that not all are expected to be involved and indeed not all would feel that currently they have the level of skill nor the time to participate (Appendix F). Giving permission for members of the team not to participate is important in this context.
- Up to 12 educational psychologists could be recruited for the study, matching each with one of the head teachers. However only 6 are required as it is considered that one educational psychologist could provide supervision to two head teachers within their current workload and the researcher is also able to provide supervision.
- It is unlikely that more than 12 educational psychologists will offer to participate in the study, but if they do, the 12 participants who note interest first will be selected.
- This group of educational psychologists will be sent the Participant Information Sheet (appendix D) to provide further information on the study and as a formal invitation and will be asked to complete the Consent Form (appendix E) and return this to the researcher by e-mail, by a set date.
- Once all consent forms have been received the educational psychologists will be allocated to the head teacher participants on a random basis and asked to agree dates and times of the monthly supervision sessions together,
- They will also be sent the date and time of the final focus group session in June 2022.
- Should fewer than 6 educational psychologists note interest in participating in the study, the number of head teacher representatives may need to be reduced accordingly.
- Should an educational psychologist not be able to continue with the study once supervision has commenced, due to illness etc, the head teacher will be allocated to another educational psychologist who had originally noted interest in participating in the study, or to another educational psychologist already participating if they have the capacity. All efforts will be made to continue to provide supervision and to enable the head teacher to continue in the study. If there is no capacity within the team at all to continue to provide supervision to this head teacher, the data from the head teacher surveys to that date will remain within the

study and the head teacher will be invited to contribute to the final focus group, to share their experience up to the point when supervision was halted for them.

15. Participant consent

Please state the groups from whom consent/assent will be sought (please refer to the Guidance Document). The PIS and Consent Form(s) to be used should be attached to this application form.
Head teachers participating in the study will be asked to give their consent as noted in the Consent Form attached (appendix C).
Educational psychologists participating in the study will be asked to give their consent as noted in the Consent Form attached (appendix E).

16. Methodology
Investigations governed by the Code of Practice which involve any of the types of projects listed in B1(a) must be submitted to the University Ethics Committee rather than DEC/SEC for approval.

Are any of the categories mentioned in the Code of Practice Section B1(a) (project considerations) applicable in this investigation?   ☐ Yes   ☒ No
If 'yes' please detail:

Describe the research methodology and procedure, providing a timeline of activities where possible. Please use plain English.
This is the second study undertaken by the researcher to investigate the effectiveness of professional, reflective supervision in supporting the wellbeing of head teachers within one local authority. The first study, (Study 1), scoped out the system in which head teachers work and what supports are currently in place for them. During this process head teachers considered that the provision of professional, reflective supervision would be supportive of them in their role. This further study, (Study 2), aims to evaluate whether the provision of supervision on a regular basis does contribute to improved wellbeing among these head teachers.
This study will evaluate the effectiveness of supervision in supporting the wellbeing of head teachers, using both quantitative and qualitative data. Quantitative data will be gathered in the firm of rating scales and responses in the Wellbeing Survey, while qualitative data will be gathered from the final focus groups.

This study will involve the group of 12 head teachers from Study 1 engaging with educational psychologists recruited from within the local authority in receiving regular supervision sessions of 1 hour duration, over a 4 month period. On a monthly basis, the head teachers will be asked to complete the Wellbeing School Survey (appendix A), which is a standardised questionnaire used regularly in schools to support the evaluation of staff wellbeing. This survey has been developed by the Child Outcomes Research Consortium (CORC) and the Evidence Based Practice Unit (EBPU), both based at the Anna Freud National Centre for Children and Families, which is a national centre for excellence in supporting the mental health of children, young people, staff and families. This survey is used as part of the 5 Steps to Mental Health and Wellbeing which is supported by the UK government as providing a supportive framework for schools. This means that the survey has been established and used in a variety of schools across the UK and so can provide quantitive data for comparison with wider national data. Further information on this survey can be found here: https://www.annafreud.org/schools-and-colleges/resources/wellbeing-measurement-for-schools-staff-survey/ This survey has been chosen because it has been created specifically to evaluate interventions aimed at supporting the wellbeing of school staff and has been considered by CORC as a measure of wellbeing.

Participants will each be provided with a code number by a clerical assistant to use when completing the monthly questionnaires, so that their individual progress can be tracked. The researcher will not be aware of who the individual responses are attributed to and the results of the survey will remain anonymous. The completed surveys will be posted to a central office base for collation by the clerical

assistant, using the code for each participant to plot any changes attributable to an individual participant. Both individual and collective scores will be considered in evaluating the wellbeing of the head teacher participants.

Supervision will be provided to the head teacher participants by the educational psychologists participating in the study from March 2022 to June 2022. Head teachers and educational psychologists will be paired at random. There are no specific characteristics that require to be matched and so allocations will simply be based on alphabetic order of the surnames of both i.e. the head teacher participants will be noted on a table in alphabetical order of their surname, with the educational psychologist participants noted in a similar way beside them. Participants noted together on the table will be paired up for the purpose of the project.

Participants will be advised that the supervision sessions will take place on-line and so they will be asked to join the sessions from a private space/office, where they can talk freely and where the discussion will not be overheard or influenced by others. Engagement is easier with cameras on and the head teachers are used to attending meetings and engaging with educational psychologists in this way. They will therefore be asked to keep their cameras on, unless there is a reason not to do so e.g. they wish to take some time to process an emotion that has been triggered by any of the content, or someone has entered the room. In such cases, this should be for a short period of time before they can fully re-engage again. Should it be clear that an individual participant finds it difficult to engage or re-engage, the educational psychologist will follow-up with the participant after the session to discuss any support that may be required.

At the end of the 6 sessions, focus groups will be undertaken with the head teachers and the educational psychologists separately, to evaluate the process from the perspective of both supervisors and supervisees. Each group of participants will be asked questions about the impact and suitability of the following aspects:

- The initial training
- Matching of supervisor and supervisee
- Supervisor-supervisee relationship
- The contract (agreement made regarding times, sessions, etc)
- The structure of the sessions
- The ease of use of the on-line platform for this purpose

The focus groups will be facilitated by the researcher and will take an open stance of 'problem discovery' (Faulkener 2003).

Format of the head teacher focus group

5. Welcome to participants and summarise the study thus far. Thanks for their participation.
6. A further reminder that participants can still withdraw from the study at any time, however their contributions to the discussions from previous workshops and up to that point in the current focus group will remain as part of the data collection as it will be linked to other comments and parts of the discussion. Unless they require their data regarding the wellbeing surveys completed up to that point to be removed from the study, these will also remain as data to be processed and reported on.
7. Identify on a Jamboard/whiteboard general points about the process of supervision, any changes they have observed or been aware of in their practice as a result of these sessions and how helpful they feel they have been for them professionally and personally
8. A series of questions will be asked about the impact and suitability of the following aspects of the supervision itself:
    - Awareness of what it was and why it was being provided – was this clear and sufficient?
    - Matching of supervisor and supervisee – were relationships positive or were there issues with the matching?

- The contract (agreement made regarding times, sessions, etc) – was this helpful and was it followed?
- The structure of the sessions – was this clear and did it meet their needs?
- The ease of use of the on-line platform for this purpose – was it helpful and fit for purpose?

9. Consider whether any changes need to be applied to the model of supervision provided.
10. Consider whether professional reflective supervision should continue as a support for other head teachers?
11. Thank participants for their involvement

Format of the educational psychologist focus group
1) Welcome to participants and summarise the study thus far. Thanks for their participation.
2) A further reminder that participants can still withdraw from the study at any time, however their contributions to the discussions up to that point in the current focus group will remain as part of the data collection as it will be linked to other comments and parts of the discussion.
3) Identify on a Jamboard/whiteboard general points about the process of supervision, any changes they have observed or been aware of in their practice as a result of these sessions and how helpful they feel they have been for them professionally and personally
4) A series of questions will be asked about the impact and suitability of the following aspects of the supervision itself:
- Awareness of what it was and why it was being provided – was this clear and sufficient?
- Matching of supervisor and supervisee – were relationships positive or were there issues with the matching?
- The contract (agreement made regarding times, sessions, etc) – was this helpful and was it followed?
- The structure of the sessions – was this clear and did it meet their needs?
- The ease of use of the on-line platform for this purpose – was it helpful and fit for purpose?
5) Consider whether any changes need to be applied to the model of supervision provided.
6) Consider whether professional reflective supervision should continue as a support for other head teachers delivered by educational psychologists.
7) Thank participants for their involvement

The data collected from the final focus group discussions will be in the form of collated written transcription from the focus groups. The focus groups will be undertaken on-line on Microsoft Teams and so Google Jamboards will be used to collate the discussion of the participants. The focus groups will be recorded, using this function on Microsoft Teams, so that the detail of the discussion will not be lost. The transcripts from the focus groups will be completed immediately afterwards, with the data coded and summarised to provide qualitative feedback on the supervision process itself. All comments and views will be anonymised and no comment will be attributed to any individual.

Faulkner, L. (2003). Beyond the five-user assumption: Benefits of increased sample sizes in usability testing. *Behavior Research Methods, Instruments and Computers*, 35(3), 379-383.

What specific techniques will be employed and what exactly is asked of the participants? Please identify any non-validated scale or measure and include any scale and measures charts as an Appendix to this application. Please include questionnaires, interview schedules or any other non-standardised method of data collection as appendices to this application.

Within this study, head teacher participants will be asked to complete the Wellbeing Measurement for Schools Survey (Appendix A) on a monthly basis. The results of this survey will provide a quantitative

measure of changes to the wellbeing of the head teachers over the 4-months of the study, both individually and collectively. The survey gathers data under different headings and each theme/heading will be reported on separately as the supervision process may impact on certain aspects of wellbeing more than others.

Participants will also participate in a final focus group (as noted above), which will provide qualitative data on the process of the supervision process itself. In facilitating the focus groups, the researcher will take a social constructivist approach where her experience and understanding is valued and shared within that specific social context, to open up new possibilities and jointly construct new knowledge with the participants.

Feedback and views from the focus group discussions will be captured on JamBoards/Whiteboards on Microsoft Teams as this can support the collaboration of individuals on the same topic at the same time, similar to gathering views on a flip chart. Summaries of the overall discussion will be recorded but views will not be linked to any individual participant. Participant agreement to the on-line sessions being recorded is part of the required consent, to ensure individual comments are not lost within the process and to capture any specific quotes that would provide examples of the perceived benefits or required improvements in the process being evaluated. No comment or quote will be attributable to any one individual in the final write up or summary provided. The transcripts of the recordings will be held as data stored from the research and will be held securely on the University of Strathclyde's One Drive.

Where an independent reviewer is not used, then the UEC, DEC or SEC reserves the right to scrutinise the methodology. Has this methodology been subject to independent scrutiny?   No ☒
If yes, please provide the name and contact details of the independent reviewer:

17. Previous experience of the investigator(s) with the procedures involved. Experience should demonstrate an ability to carry out the proposed research in accordance with the written methodology.

As part of her role as Principal Educational Psychologist, the researcher is regularly asked to survey staff and analyse the results of these surveys and also to facilitate focus groups with groups of professionals. She is familiar with using surveys related to staff wellbeing and is familiar with the themes and concepts assessed within the Wellbeing Measurement for Schools Survey (Appendix A). She has also developed a level of skill and competence in facilitating focus groups as a way to investigate key issues and identifying next steps in complex situations.

A core component of working as a principal educational psychologist within a local authority is to undertake action research, to gather data, analyse this and then plan interventions at a strategic level for implementation across the service or the local authority as a whole. As such, the researcher has had many years' experience of working with others in workshops, gathering views through focus groups or identifying priorities collaboratively with colleagues, to create new systems and processes. Once changes are identified, these are then implemented using theories of change, systems thinking and implementation science.

Completing the current study at Doctoral level will require engagement by the researcher, using a more scientific lens. However, her previous experience has supported the development of the skill and knowledge to facilitate the component parts of the study and to work through the process within the methodology explained above.

The principal Investigator is qualified to Doctorate level and has experience in supervising doctoral students and school staff. She has experience in all aspects of the proposed research as a researcher and a practitioner psychologist within a Local Authority.

18. Data collection, storage and security

How and where are data handled? Please specify whether it will be fully anonymous (i.e. the identity unknown even to the researchers) or pseudo-anonymised (i.e. the raw data is anonymised and given a code name, with the key for code names being stored in a separate location from the raw data) - if neither please justify.

The head teacher participants will obviously be known to the researcher and to each other as they have already participated in Study 1. The educational psychology participants are also known to each other and to the researcher as they all work within the same local authority Psychological Service team. As the study progresses, the educational psychologists and head teachers who are matched for the purposes of the supervision sessions, will also be aware that each is involved in the study. However, the supervision sessions themselves will be confidential to these two participants. The researcher will not disclose the list of participants to others apart from the clerical assistant who will be gathering the data from the head teachers. The individual and collated feedback from the monthly wellbeing surveys will be reported on anonymously as no personal information will be linked to any of these. The information within the focus groups will also be anonymised in relation to the issues discussed or feedback given.

The researcher, the educational psychologists and the head teacher participants all use encrypted laptops supplied by Highland Council. It is intended that the supervision sessions and the focus groups will be completed using Microsoft Teams, which staff are all familiar with. The monthly survey returns and the information collated on Jam Boards/Whiteboards during the focus group sessions will be stored immediately on the researcher's One Drive on the Strathclyde University server.

Data Collection

Participants will be informed that they can withdraw from the study at any time. Should they choose to disengage in the supervision sessions, the survey data collected from head teachers prior to each supervision session to that point will be used within the study, unless participants ask for it to also be withdrawn.

The anonymised individual wellbeing surveys will be stored in a password protected Strathclyde University One Drive which will only be accessed by the researcher and the supervisor as required. The quantitative data from the survey responses will be collated monthly and reported on in relation to both individual and collective changes each month.

The data collected from the final focus group discussions will be in the form of collated written transcription from the focus groups. The focus groups will be undertaken on-line on Microsoft Teams and so Google Jamboards will be used to collate the discussion of the participants. The focus groups will be recorded, using this function on Microsoft Teams, so that the detail of the discussion will not be lost. The transcripts from the focus groups will be completed immediately afterwards and then the recording deleted. These write ups will be stored in a password protected Strathclyde University One Drive which will only be accessed by the researcher and the supervisor as required.

Explain how and where it will be stored, who has access to it, how long it will be stored and whether it will be securely destroyed after use:

Participant details and data will be stored and analysed on the researcher's One Drive on the Strathclyde University server and accessed by the researcher and supervisor only. The survey data will be anonymised by using codes, assigned by an admin assistant, for each of the participants. Paper copies of the survey will be scanned and saved electronically, and the responses collated each month on a single table of results for ease of analysis by the researcher. For the focus group discussions data will be anonymised at the point of transcription, with different codes used for each participant. Along with the participant contact details, the data gathered will be held until the completion of the Doctoral research which is anticipated to be autumn 2022. The anonymised survey data and focus group data only will then be archived on the University Server so that it can be available to independent researchers in the future if required.

Will anyone other than the named investigators have access to the data? Yes ⊠ No ☐
If 'yes' please explain:
The Clerical Assistant who will code the surveys and send them to the head teacher participants will have access to the head teacher participants names and their survey responses. This is required, so that the researchers is not aware of who has completed the surveys.

19. Potential risks or hazards

Briefly describe the potential Occupational Health and Safety (OHS) hazards and risks associated with the investigation:

Although this study is not expected to cause any distress to participants, given the general stress experienced by school staff over the past year, it is possible that a head teacher participant may become distressed during a supervision session or during the focus group discussion. Participants will be advised that if this is the case, they can switch off their camera and microphone or leave the session and return if/when they feel able. The supervisors, who will all be qualified psychologists, will ensure the head teacher has the chance to discuss the trigger for their distress and will signpost further support if required.

In the PIS all participants will also be given the contact details of the Employee Assistance Service within the local authority that can be contacted at any time by any employee experiencing distress of any kind and looking for support.

Participants will be advised to join the on-line sessions from a private space/office, where they can talk freely and where the discussion will not be overheard or influenced by others.

Please attach a completed eRisk Assessment for the research. Further Guidance on Risk Assessment and Form can be obtained on Occupational Health, Safety and Wellbeing's webpages An eRisk Assessment form has been completed.

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20. What method will you use to communicate the outcomes and any additional relevant details of the study to the participants?

The participants will receive a summary of the main findings of the study and offered a copy of the final doctoral thesis. A final workshop presentation has also been offered to participants and the ECO for Education at the end of the study, providing a summary of the findings (as indicated in the ethics submission for Study 1). No individual comments or views will be attributable to any individual and the main findings will be a summary/collation of the overall themes within the focus groups.

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21. How will the outcomes of the study be disseminated (e.g. will you seek to publish the results and, if relevant, how will you protect the identities of your participants in said dissemination)?

The findings of the research will be shared with the university as part of the doctoral thesis and will become part of the university library. The researcher will seek to publish the study in appropriate journals. It would be a suitable topic for peer reviewed educational journals. The researcher will also seek opportunities to present the research at appropriate conferences to share practice and support the national conversation on supervision in education. There will be no information attributed to any individual in the data presented.

Checklist	Enclosed	N/A
Participant Information Sheet(s)	☒	☐
Consent Form(s)	☒	☐
Sample questionnaire(s)	☐	☒
Sample interview format(s)	☐	☒
Sample advertisement(s)	☐	☒
OHS Risk Assessment (S20)	☒	
Any other documents (please specify below)	☐	☐
Letter/Email to ECO Education and Learning	☒	☐
Letter/Email to Head Teacher	☒	☐

22. Chief Investigator and Head of Department Declaration
Please note that unsigned applications will not be accepted and both signatures are required

I have read the University's Code of Practice on Investigations involving Human Beings and have completed this application accordingly. By signing below, I acknowledge that I am aware of and accept my responsibilities as Chief Investigator under Clauses 3.11 – 3.13 of the Research Governance Framework and that this investigation cannot proceed before all approvals required have been obtained.

Signature of Chief Investigator   *Clare Daly*

Please also type name here: Clare Daly

I confirm I have read this application, I am happy that the study is consistent with departmental strategy, that the staff and/or students involved have the appropriate expertise to undertake the study and that adequate arrangements are in place to supervise any students that might be acting as investigators, that the study has access to the resources needed to conduct the proposed research successfully, and that there are no other departmental-specific issues relating to the study of which I am aware.

Signature of Head of Department   *Lynn Williams*

Please also type name here   Lynn Williams

Date: 10/12/21

23. Only for University sponsored projects under the remit of the DEC/SEC, with no external funding and no NHS involvement

Head of Department statement on Sponsorship
This application requires the University to sponsor the investigation. This is done by the Head of Department for all DEC applications with exception of those that are externally funded and those which are connected to the NHS (those exceptions should be submitted to R&KES). I am aware of the implications of University sponsorship of the investigation and have assessed this investigation with respect to sponsorship and management risk. As this particular investigation is within the remit of the DEC and has no external funding and no NHS involvement, I agree on behalf of the University that the University is the appropriate sponsor of the investigation and there are no management risks posed by the investigation.

If not applicable, tick here ☐

Signature of Head of Department	*Lynn Williams*
Please also type name here	Lynn Williams
Date:	10/12/21

For applications to the University Ethics Committee, the completed form should be sent to ethics@strath.ac.uk with the relevant electronic signatures.

24. Insurance

The questionnaire below must be completed and included in your submission to the UEC/DEC/SEC:

Is the proposed research an investigation or series of investigations conducted on any person for a Medicinal Purpose? Medicinal Purpose means: ▪ treating or preventing disease or diagnosing disease or ▪ ascertaining the existence degree of or extent of a physiological condition or ▪ assisting with or altering in any way the process of conception or ▪ investigating or participating in methods of contraception or ▪ inducing anaesthesia or ▪ otherwise preventing or interfering with the normal operation of a physiological function or ▪ altering the administration of prescribed medication.	**No**

If "**Yes**" please go to **Section A (Clinical Trials)** – all questions must be completed
If "**No**" please go to **Section B (Public Liability)** – all questions must be completed

Section B (Public Liability)
Does the proposed research involve :

i)	aircraft or any aerial device	**No**
j)	hovercraft or any water borne craft	**No**
k)	ionising radiation	**No**
l)	asbestos	**No**
m)	participants under 5 years of age	**No**
n)	participants known to be pregnant	**No**
o)	pharmaceutical product/appliance designed or manufactured by the institution?	**No**
p)	work outside the United Kingdom?	**No**

*If **"YES"** to any of the questions the UEC/DEC/SEC should refer to Finance (*insurance-services@strath.ac.uk*).*

Please provide any further relevant information here:

Appendix 30 – Considerations for ensuring high quality qualitative research

Table Adapted from Guba, 1981

Credibility - The research findings are plausible and trustworthy. There is alignment between theory, research question, data collection, analysis and results. Ensure the sampling strategy, the depth and volume of data, and the analytical steps taken, are appropriate within the chosen framework.	

Action	Definition	Research Design
Persistent Observation	Gather data over time to ensure consistency.	Four workshops undertaken to gather views. Research took place over a nine-month period.
Peer debriefing	Check findings with other professionals who know the area.	Regular discussion with my supervisor and a colleague who also undertook the coding of transcripts.
Triangulation	Use different data sources to check the consistency of the message/data.	Research questions and findings were placed in the context of existing literature. Key findings were reported at several points through the research.
Collection of referential adequacy material	Add other sources of data to later corroborate the findings e.g. video, recordings	Transcripts exist for all workshops. No time or resources were available to gather other sources of information to further corroborate the findings.
Member checks	Checking data/findings with the participants	Participant reflections were asked for at the start of each workshop, when a summary of the previous workshop was provided. Preliminary findings were presented to the EP participants for input and elaboration in the form of draft guidance.
Establishing structural corroboration or coherence	Making sure that data gathered in some parts are coherent with that in others or provide	The methodology chosen was well explained and justified. Key messages were noted in various parts of the research. Quotes from participants exemplified their views across the workshops.

	a reason why there may be conflicts.	Where there were conflicts, there were explained.

Transferability - Findings may be transferred to another setting, context or group. (There is unlikely to be generalised transferability in qualitative research). Detailed description of the context in which the research was performed and how this shaped the findings.

Action	Definition	Research Design
Undertake theoretical/purposive sampling	Chose a knowledgeable representative sample to fit the context.	Purposive sampling was used for the participant group – both HTs and EPs. I needed participants who would know the subject matter and be able to contribute their views within this context
Collect and develop "thick" description	Focus on depth, richness and appropriateness of the data, which when analysed, provides enough evidence to answer the research question(s).	Key questions enabled a depth of discussion around the research topics. Quotes from participants were used to exemplify the points they were making. Many participants made the same points and were able to build on responses to give more detail. Research questions were all answered within the literature review or the research phase and in some cases, through both.

Dependability -The extent to which the research could be replicated in similar conditions. There is sufficient information provided such that another researcher could follow the same procedural steps.

Action	Definition	Research Design
Overlap methods,	Use different methods in tandem to triangulate data. If similar outcomes are found, then the case for stability is strengthened.	In Study 3 the views of participants were gathered in a workshop, but individually were also gathered through survey data. Similar findings emerged from both regarding stress and pressure from their work and also positive feedback on their engagement in supervision.
Stepwise replication	Being able to replicate the results if the same process is undertaken. This requires the process to be detailed at	Each step of the process is provided in detail and the transcriptions of each workshop are available as is the raw data from the survey returns. Undertaking the same process however is unlikely to create an exact replica as

	each step so that it can be 'audited'.	participants and researcher would not be the same. The findings will be a co-construction between a different researcher and participants with different previous experiences, which will influence the data and the conclusions inferred.

Confirmability - There is a clear link or relationship between the data and the findings. The researcher can never be completely free from bias or neutral in the process and so they need to exemplify and justify their findings through detailed description and the use of testimony.

Action	Definition	Research Design
Triangulation	Collecting data from different sources and perspectives. Where possible using other researchers.	It was not possible to use other researchers to gather data, although calculating an inter-rater reliability measure was possible for the coding of transcripts. Transcriptions were also independently checked for accuracy. In the write-up of the findings, confirmability was enhanced by the inclusion of quotes or similar data from other parts of the research and/or from the literature search.
Practicing reflexivity	A continual process of engaging with and articulating the place of the researcher and the context of the research.	I kept a weekly journal throughout the period of my doctoral studies and used this to reflect in my supervision sessions with my professional supervisor and my academic supervisor. I was able to reflect on my role in the study throughout and at various points in my thesis this is explicitly referred to and discussed.
Confirmability audit	Check data confirms the interpretation and interpretation is consistent with the data.	Feedback from academic supervisors supported this. Scrutiny of data and results is possible as the detail is provided in appendices.

END NOTE HYPERLINKS

Direct Quotes from Participants

[1] "There is much more of an emphasis on working directly with families and children, and the relentless nature of it all, whether it be through child protection, traumatic events within and without school, all that demands an emotional investment in terms of support, reflection and further action."

[2] "I have been an HT for 12 years - within this community, needs have escalated and the role is now very diverse in terms of supporting families and learning in a range of ways to best engage the needs in our community." (HT4)

[3] "Feel we have more hats on now - less support from other services and more expectation of what schools are responsible for. No longer just learning and teaching."

[4] "But It's just that everybody thinks they own you to some degree and actually that constant chip, chip, chipping away has an impact as much as dealing with a really difficult child protection case or a really difficult behavioural episode within school." (HT3)

"Everybody thinks they've got immediate direct access to you as a head. And actually, that does have an impact." (HT3)

[5] "Yes, I do feel that. If a member of staff has had a difficult time, I expect to be there, to pick up the pieces, and to make sure they go home ok. If not, I will check up on them later if they have to leave immediately."

[6] "I think sometimes when there is an issue with pupil well-being or staff well-being I would drop everything else to try and address that and that's what I mean sometimes, that's to my own cost. Because I then stress about the things that I've dropped in order to then try and fix someone else's issues and I think that comes into it here." (HT5)

[7] "If I can absorb as much of that as I possibly can so that teachers can get on with managing learning and teaching and supporting children in their class, I will do that. But there comes a point when you can't do it anymore." (HT3)

[8] "I think the structures are in there for staff and pupils, maybe more than they are for HTs." (HT7)

[9] "As HT - where is the safe space to be able to do this? There are days where I try to share that I have a "thin skin" day, without trying to pass on any negativity to the team."

[10] "Supportive ASG but I feel that they have enough to deal with and that I don't want to add to their workload."

"Have observed how when this impacts on performance can cause guilt on one part and then frustration and resentment on the other."

[11] "I was speaking to (my HT) the other day and I said, I'm really struggling and I said, I would go to the doctor, but if I phoned the receptionist, she's a parent and if I get through, even through the receptionist, the doctors are parents. So you kinda start to feel sort of trapped sometimes as to who you can speak to." (HT8)

[12] "One of the things that I'm really keen to do as a head is to filter stuff out, so that I am a buffer actually from parents, social care or whatever." (HT3)

"sometimes when there is an issue with pupil well-being or staff well-being I would drop everything else to try and address that." (HT5)

"while I think that's really positive and that we've got this really open relationship, it sometimes means that I drop stuff that I really stress about, that I haven't managed to get done." (HT5)

[13] "Sometimes it's just offloading as well, but you're very aware that you are offloading onto somebody who is reaching, you know potentially reaching their capacity and not had a good day either." (HT8)

"I absolutely value HT support, peers and coaching and stuff like that. It's really invaluable. I spent quite a lot of time talking to a colleague in the early evening yesterday in this capacity. But I do think there is a really important case for there to be someone for you as a senior leader, to actually have that and particularly if you've got ongoing stuff with a family that's difficult and traumatic. …. We've all got day jobs. It needs to be someone's job to look after a HT." (HT3)

[14] "Yes a lot of the time, often related to how you have dealt with it or how you will deal with it."

[15] "sometimes I don't manage it!"

"Some days, there's, what I call punch days - that's the days you get punched. (HT7)"

"At times I feel I'm hanging on (HT1)"

"sometimes it just gets to a point where you just can't manage it anymore. (HT2)"

[16] "Sleep can be hard to find."

"I just manage to have my tea at night and then go to my bed really. I am that sad. Or I get to watch a bit of tele at 9 o'clock. And I regard that as a bonus. (HT8)"

[17] "And it is just that, getting through to the next holiday and that might sound awful" (HT1)

"I felt better after I had a good cry and then thought, No (HT2), you can get on with it".

"It's amazing how low expectations we all have in education of the quality of our life." (HT8)

[18] "But actually knowing that you've got regular things programmed in to check up on you. Personally, and I can't speak for anyone else, I found that worked as a mechanism for just putting that stuff, that secondary trauma or whatever it might be." (HT3)

"And actually articulating that to someone else and then having that reflected back at you and then thinking about what that might mean for your own practice as well as your own emotional wellbeing as well." (HT3)

"You do the supporting so in turn you're then laying what you've got to say at somebody else's door and they can then pick it up because it's their job." (HT8)

"So maybe something like supervision would help folks to realise that you can have a higher expectation out of education. I've always been really envious of

social work and all the health professionals that get their supervision. I've always thought that was fabulous. And I asked about why we don't get it in education and so…. I don't know why, other than we don't have anyone in place really." (HT8)

"you are able at times to think around about situations and process those situations because you know you've got a place to put them to in supervision." (HT2)

"I wonder if we can get that chain of supervision into a place that successful for all of the profession then does that free up a bit more of that capacity and capability that we all need to move things forward." (HT2)

[19] "We need to move away from the notion that senior leaders can solve everything, [because that's how we are], so that everything stops with us, and somehow needn't go any further along, like we are some enormous sponge. Practically, a regular check in with supervisor / line manager about emotion / wellbeing and [traumatic] stuff in work"

[20] "I would not go to my line manager with any of these things and discuss them. Why? Because as HT11 says, you know and HT1 said as well, it comes down to trust and relationships as all good coaching and mentoring conversations do and you can't choose your line manager, but you can choose the other people who you choose to discuss things with. So, in that respect I think the two should be kept apart." (HT10)

"…not that I don't have a relationship with my managers, but it would be hard to get that kind of feeling of almost judgement because that's what you're doing in your job." (HT1)

"Because actually opening up and being trusting about that, I found that really draining or that really hard is much harder when it's people that you don't really know and trust." (HT3)

[21] "… I'm not diminishing the importance of the client or the larger wider *(LA)* organisation you know remit and all of our statutory functions but actually you've got to stick the supervisee at the centre of this process. Without doing that you're stuffed. It's not going anywhere is my personal opinion." (HT3)

"…it should be the person that's being supervised that's in the middle…..If it's to like improve the well-being of that person and impact on the area their

leading it's almost, in my head, in my vision, it would be them that would need to be in the middle" (HT1)

"… it's thinking about our purpose and if our purpose is to ensure the wellbeing of the supervisee then they need to be at the centre." (HT2)

"I see the circle that we have for GIRFEC almost, with the child at the centre, and kind of think well, just put the supervisee at the centre and then let's just build out from there." (HT2)

[22] " …is it more beneficial when we're talking about wellbeing to be on that equal playing field where it's more of a peer…But wellbeing to me means that they need to have that feeling of equality possibly in a way." (HT2)

[23] " I would want a supervisor that has lived it and felt it and known it. So that I know that whenever I'm offloading or whatever it is I'm firing out there, they walked that walk as well." (HT7)

"The emotional aspect of working in a school or in education is often missed for the workers within it." (HT10)

[24] " …there is a cost to my school if I am asked to supervise somebody else because I'm not doing my job here. And actually, that's a hidden cost that wouldn't come out and the repercussions would be that I will be doing more stuff out of hours or later on or not as effectively as I would."(HT3)

[25] "I'd look for individual, because you'd have to have that trusting relationship" (HT1)

[26] "I mean it only takes one person in a group to put you off and think I'm not speaking in front of them. So as a result of that, although I do like speaking in groups as you all know, sometimes it can be obstructive, and it can perhaps… individual is where you can really pour your heart out, I suppose." (HT10)

[27] "I could see wanting individual sometimes and peer at another time and then definitely wanting group at another time. Especially the times when I want just to listen and hide and find out what's going on. But for me it would very much depend on the, I suppose the situation, that I was in at the moment." (HT7)

"I think sometimes you might want individual other times a group session might be better. I think if there are different options available for different situations." (HT1)

[28] "I think I don't see that I would get an awful lot out unless I felt that it was somebody who was around education." (HT11)

"somebody that's kind of done the day job and had some kind of experience" (HT11)

"HT7 picked up on, you know, empathy earlier on and so in that respect it would have to be somebody in the same profession." (HT10), because working with someone outwith education "it's not the same as being able to have a good chat with somebody who knows where you're coming from." (HT10)

[29] "…..sometimes it steers me in a different direction but it is good to get that different perspective." (HT7)

[30] "I don't know whether training is the right thing but certainly an understanding of what it is about what it is what it isn't absolutely is required because you need to go into whatever process you're involved in with your eyes open with understanding what that process is."(HT10)

"They need to know that the process that they're going through and the objectives of it. The purpose of it. Not so much training but they certainly need to go in with their eyes open to what it is they're trying to achieve." (HT1)

[31] "I have to confess, I was the one that put down that I'd only managed four out of the six, because I forgot about one of them." HT5

" Trying to find a time that would work, as there are not enough hours anyway!" and "I found finding the time, just like, even trying to protect it, something happens regardless of what you're trying to protect." HT9

"I think it's just all-consuming and very overwhelming with everything that there is just now that I possibly didn't make the best time, the best space or use of it." HT9

[32] "I thought their listening skills were phenomenal because they just managed to very quickly in that time, get a sense of what was going on and just throw a couple of things in." HT5

[33] "The person I was paired with was able to reflect that back onto me around about the journey that I'd been on so far. So, you know, again like what HT5 said, the ability to have that deep listening." HT6

"But then start to reflect back around about where she could see where I was, or who else was involved in that situation which I think was quite helpful for the perspective element of it." HT6

"I mean it's good we've all got headteacher colleagues that we can have a moan with and sometimes you get handy hints from each other, but I think the real benefit here was that you get to the nub of something and the supportive bit and the reflective bit to move on really quite quickly." HT5

[34] "The other thing that I really relished from the partnership that I was with was the personal development element. .... she, ... continually sort of followed it up with things that I might be interested in, you know .... So, whether it was an article, or whether it was you know, something that they'd read or a link to something. It was just quite helpful around about following that up." HT6

"...the person I was working with em, you know, we were talking about something that was just a bit of an issue in the whole school and em, they gave me some ideas as to what we could do around that." HT8

"You know, in the most basically, practical way I can put it, you know, I've never had insights or analysis of stress that I was able to get through the process." HT7

"I'd been paired up with someone who deals with it professionally. And there were several turning points in the process. Because you realise you are learning, or I realised I was learning…. learnt stuff that I just did not know about." HT7

[35] "..it was really good to see somebody completely outwith, doesn't know who I'm talking about and able to give just another perspective." HT5

"...often we talk about having the ability to talk to people that you know, are living and breathing what we are, but actually having somebody who was able to be out with that and reflect on some of those elements. I felt it, it was more powerful." HT6

"...we can pick up the phone to other colleagues that are on the same level as us, but maybe not have the conversations that we want to be having. And it can become quite a negative echo chamber as well at times .... but you know that space felt like a far more productive space." HT6

"Impartial I suppose as well. You know, I didn't feel at any point. As HT7 said there, that this was unusual. It was kind of normal." HT5

"Because some of the stuff that we go through you actually think you don't know what's going on and having someone with an outside perspective saying well actually, this is what's happening. You're responding in that way and you're responding for that reason. That was, that was gold dust, that's all it was." HT7

"I was looking at a different aspect of the impact of my work rather than looking at, rather than looking at ACEL data. Rather than looking at, you know, the attainment this year. It was a completely different perspective." HT7

[36] "Who should provide it? I find that a wee bit harder to answer but certainly someone who has a grasp of, I suppose psychology, or a grasp of behaviour management or working in and around emotion and behaviour with people. That's who should provide it and I think what that is suggesting is that it doesn't necessarily have to be someone who is, you know, in the same position, education position as we are. But certainly, someone who has a good grasp of what it is that goes on in people's heads." HT7

"In terms of who should provide it……People who have done some sort of coaching and mentoring training. As long as the correct questions were asked then good reflection was encouraged." HT10

"I've never had anything like it before and that was fairly unique. And the other thing that was useful was having, speaking to someone who was a trained psychologist, I guess. Em, just, because I found out more about myself than, em, I may have found out speaking with another colleague." HT7

"So, for me I think the benefit was it was the kind of level of qualification and the expertise that that person brought that then got a much…. because you know for them and ourselves you know time for everybody has been precious. So, I think it was a much sharper use of time." HT5

"So, it's a psychologist with an education slant and that to me is the perfect combination." HT5

"And it also makes you feel that because they have that skill set, you don't feel you're burdening them. Because you know that they can manage what you're

talking about without you know, feeling like they're taking it on board for themselves." HT8

"I think it is useful for SLT members and having Ed Psychs provide this was useful." HT9

[37] "I thought virtual was fine and it allowed for the flexibility." EP7

"I did wonder whether it would have that same feeling of connection that you have when you're in a room. And it hasn't been as bad as I thought it was gonna be." EP4

[38] "...they're on a tight rope I think sometimes between their school and the authority, and they walk that tight rope alone quite a lot." EP7

"And even very busy HTs whose own well-being has come into question; they're still giving themselves to people. They're still containing everybody's feelings and thoughts et cetera." EP4

[39] "We are used to sitting with people in distress and not making them feel uncomfortable and not feeling the need to deflect or fill the space, so I guess that would be fairly unique." EP1

"I think there is something, rightly or wrongly, the sort of positional expectation that we will listen and not judge." EP3

"So just an extra listening ear for her to discuss two cases in particular and maybe just to bring a slightly different or other perspective to that was maybe quite helpful." EP8

"Because as psychologists we probably have more at our fingertips than others." EP3

"So, understanding that kind of that system and then like *EP3* was saying understanding child psychology..." EP8

"And I think as well, there's some specific content knowledge which was really quite useful like understanding about locus of control you know seeing people struggle between what they could control and what they couldn't control. And even some basic stuff about the physiology of stress was occasionally quite useful to be drawn on too." EP3

[40] "...having that kind of systemic understanding of what schools can be like." EP6

"So, I think just being imbued with a sense of 'schooliness' probably helps us a lot with it." EP6

"It is a strange role we have, being in Education, but not in schools. We also tend to work behind the scenes and so have a reputation for quietly facilitating rather than being 'out there' and maybe that is quite reassuring for folks who are going to share quite difficult stuff with us." EP1

"It's kind of, we are in the system but not of the system." EP3

[41] "I don't know I think whenever you have a conversation with one other person, for me there's that …. you can hear and feel your skills being used more." EP4

"It has sharpened the conversations I have with others; I think. Just more practice and a reminder of the importance of that relationship, even in the short conversations." EP1

"I wouldn't say that it's changed my practice as such, but they have changed the content of what I know about." EP6

"It's been one of the highlights of my month each month it's been really lovely a really, really, useful thing to do that has absolutely no follow-up involved and no filing!" EP6

"I agree. A highlight. Something to look forward to." EP3