

Workshop location, date and numbers

Wickford CLC – 30th January 2018 – **29 attended**/ 7 evaluations
(*evaluation form not provided at workshop*)

Lion Inn, Boreham – 31st January 2018 – **30 attended**/ 22 evaluations

Weston Homes Stadium – 1st February 2018 – **31 attended**/ 28 evaluations

Great Hallingbury Manor – 8th February 2018 – **27 attended**/ 23 evaluations

Total number attending – 117

Total number of evaluations - 80

Did the workshop meet your expectations?

Yes - 72

No - 2

Partially - 4

Comments

- Really enlightening session which has clarified understanding, but then has raised more questions.
- Yes, it was a very helpful introduction to supervision, which I knew very little about.
- It was concise and did what it said on the tin!
- Really interesting – very informative.
- Much clearer understanding of what “supervision” actually is, who it is for and how it can be used in school.
- Useful to hear from “professional supervision” practitioners/other HT responses.
- It would benefit staff wellbeing if this could be delivered in school.
- Idea of supervision great and would benefit staff wellbeing – practicalities difficult to manage – how could we run this?
- I wanted to know what professional supervision actually was – and I found out!
- Gave an insight into what supervision means and what it might look like in my school.
- I found it extremely useful and it has given me action points to bring back to school.
- Explanation given at the start of the session that it was an introduction helped to set expectations for me.
- Improved my knowledge around supervision but not really sure how to take anything forward.
- Very clear, very well delivered, good pace. Clear explanations, fantastic that this need is finally being realised.
- Second half in particular.
- It did introduce the concept of supervision but I have hoped there would be some more concrete ideas. Not sure if the EPS option is realistic.
- I was not sure if a practical offer of supervision would be made.
- I wasn't sure what to expect, but I suppose I thought it might be more about the techniques used to lead professional supervision so that someone in school could take on that role.
- Did raise more questions than answers. Get ¾ of the way through and then need external staff to do it.
- Not really as felt it was going to be something heads could do.

What did you find helpful about the session?

A range of the comments

- Understanding what professional supervision actually is and the benefits of it.
- Engaging in discussion with colleagues around the table.
- Clarification of what supervision looks like in practice and examples of formats that can be followed.
- It was reassuring to know that having the door ever open and a listening ear available is what is really required and having done solution oriented schools in the past I can see the connections and how that would work.
- Hearing that there is recognition that this is needed.
- The fact that we are all here together recognising this and the impact of SEMH students. Discussions with the heads here was very insightful.
- Expertise of facilitators.
- Quality time to discuss with colleagues. Usually discussion times are brief/rushed etc
- Clarified exactly what is meant by professional supervision, the different models and how this could be applied into the school setting. Good balance of information and discussion time.
- High level of professional dialogue. Sharing good processes for supervision and listening to solutions from colleagues.
- Ideas – such as solution circles, learning mentors, how do people deal with stress?
- A thorough understanding of the concept of “supervisor” – my previous knowledge related to counsellors/social care/clinical supervision etc
- Knowing what it is and the purpose of it. Also the practicalities of it and who can be a supervisor, along with models of supervision.
- Talking about the informed nature of supervision at school and making it more professional/structured.
- How to raise awareness of this across the school and consider who would be in need of this.
- Specific guidance and pedagogy.
- Time to reflect on issues.
- All of it, a very useful guideline about the principles of supervision which I can take back to my headteacher.
- All of the content was exceptionally helpful.
- Talking to colleagues about how they support needy children and families.
- A fairly small group. Time given for discussion and focused feedback.
- Ability to reflect on which staff might benefit from supervision. Signposting to relevant books.
- “Permission” to think about your own mental health in order to support your school.

Were there any areas that you felt weren't covered or needed more explanation?

A range of the comments

- Possibly a chance to hear from a school which is already engaging in professional supervision to understand how it is managed and the costs involved.
- Cost for EWMHS or another professional to carry out the supervision.
- I am concerned that if done in house we could be opening a can of worms and not know what to do with that information so I can see the benefit of having someone impartial leading any sessions. I am however still wondering if we offer it as part of a staff meeting

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/inset will staff see the benefit [especially if they do not want to take it up], if we offer it during the day they will be worried about what is happening whilst they are out of the room and will do further preparation for the person covering them and if we offer it after school we are encroaching on valued prep time or their own. Sadly teaching is not like any other job I know, you can't pop out for a few minutes and leave 30 children of infant age to get on with it. In most professions the work will wait for you but not in ours.

- How HTs can access supervision for themselves.
- Workable ways of providing it without cost and in a small school.
- How this can work in schools e.g. who should be a supervisor if it can't be a person's manager? School structure – but this was just an intro so I feel more/further training sessions needed.
- More strategies to practically put this in place.
- How it could be applied to different sized schools.
- Cost. Sustainability. Capacity. V tight budgets.
- The training needed to be a supervisor. I need to go back into schools and explore who can carry out supervision for me and my staff.
- Maybe an example – role played session?
- Capacity of EP service to provide a service to schools.
- It raised more questions than it answered. I know I need to provide this support for staff, but have no idea of how to do this – time/funding.
- Was hoping for more about how we could deliver supervision “in-house”.
- I think a bank of basic strategies to help with staff stress to go away with what could be helpful. Some people voices “helplessness” while they were thinking about how long things will take to put in place.
- What other trusted and known sources can schools approach for supervision.

Should we run the training again?

For headteachers?

Yes – 55

But several attendees said that this should be for headteachers who hadn't already attended the session or for new heads – most felt that the introduction was sufficient, but they might want more training around offering practical supervision.

- I suspect those that already had an understanding of their staff's needs would have been there but might be useful if it was a date others couldn't make. However if you do not see your staff's stress you might not see the need to come.

No – 10

Comments

Not for primary schools, perhaps for very large schools and secondary schools.

For other staff?

Yes – 53

- I think staff would appreciate it. Knowing that sessions will be about them finding their own solutions could be helpful in a society that expects everyone else to take responsibility. Also knowing that they are not alone.
- It is a necessity, not a luxury.

No – 5

- I feel that the professional supervisor needs to be detached and independent.

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- Not unless it came hand in hand with the package of provision on offer. It isn't enough to say we should have supervision.

If so, who would benefit from the training (staff role in school)

Inclusion managers, Learning Mentors, Family Liaison Officers, SENCOs, Deputy Heads or senior staff, HLTAs, pastoral carers, class teachers, staff responsible for SEMH, behaviour, safeguarding, governors,

Others who would be taking on the role of supervisor to ensure they feel confident in fulfilling the role properly.

Perhaps visit schools for a shared staff meeting.

In the future would you welcome any of the following:

- More support for supervision in your school?

Yes – 60

But lots of comments about budget constraints.

- As long as it was practical support.
- I'd be interested but mainly for counselling regarding those dealing with safeguarding issues.
- I would be happy to have enough budget to cover an impartial 'supervisor' and a supply teacher that I could trust to come and cover the classes. Maybe even a solution of an early finish once a half term for quality supervision to take place [although I appreciate this is not within your control, just thinking aloud].

- A supervision guide or checklist?

Yes – 71

- This would also support staff in making a decision about whether supervision was something they wanted to engage in and could support with more information supervision within school teams.

No -1

- I think that supervision should come from trained, external personnel, therefore a guide/checklist would not be needed.

- Training around group supervision?

Yes – 60

I would like to talk to our partnership about the potential for key staff to be trained as professional supervisors so that they could be utilised across the partnerships in a similar way to SLEs to offer supervision.

No – 2

Possibly – 2

Anything else?

- Possibly information about current trained supervisors locally or recommended list of agencies that offer supervision as a traded service.
- An example of a supervision contract (*The EP contract was shared with participants following the sessions*).
- Training for supervisors.
- Training on solution circles.

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Do you have any other feedback or suggestions for future training that you would like EPHA to consider?

- This was an excellent idea and could be key to solutions for other issues in school.
- Good Ofsted preparation training courses.
- Is there training for headteachers around dealing with difficult conversations with parents i.e. domestic violence, alcohol abuse, mental health - as social workers often ask schools to have these conversations before they take on a case.
- Support on SEND strategies as heads are accepting more children with SEND – whole school approach.
- Support for headteachers to manage personal stress.
- Wellbeing of headteachers and staff.
- Whole staff wellbeing strategies/toolkit for senior leaders.
- Possible meetings/sessions with EWMHS colleagues?
- A plan for how equality of access can be achieved.