



**Centre for
Inclusive Education**



**St Mary's
University
Twickenham
London**

Supervision in Education Network 2nd Annual Conference

Workshop Presentations

Session 1 2.15 – 2.40 pm

(Choose one workshop from a–d)

- a) **Title:** **Supervision for teachers responsible for safeguarding in schools: A project evaluation.**

Presenters:

Dr Jon Reid, Senior Lecturer in Child Development, Special Educational Needs/Disabilities and Inclusion, leads the MA Education: SEND and is Vice-Chair of the Institute of Recovery from Childhood Trauma.

Dr Tristan Middleton, Senior Lecturer in Inclusive Education at the University of Gloucestershire.

Audience: All leaders in educational settings interested in the mental health of their staff and children.

Overview: This paper begins from the perspective expressed by Fonagy (2020), "If we want our school staff to do what's asked of them in relation the children's mental health, then we first need to make sure that their mental health and wellbeing is effectively supported".

Supervision for practitioners engaged in health and care professions is something which is well established in the UK, however, within education this is a rare practice. Within this paper, we use Inskip and Proctor's (1993) definition;

"Supervision aims to provide a reflective space for a safe, non-judgemental, collaborative and learning dialogue with a trained supervisor that supports the supervisee's practice, development and wellbeing".

This paper presents an evaluation of a pilot project providing supervision for school-

based safeguarding leads. Supervision was provided by a regional educational charity in response to demand from local schools. The researchers evaluated the aims, objectives and outcomes of this pilot project, gathering data from strategic directors within the charity, those providing supervision and practitioners receiving supervision.

The findings identify the benefits which supervision provision for education practitioners can offer and also some of the challenges and barriers to effectively implementing supervision in schools. This paper reinforces the importance providing time and space in schools for reflective professional conversations about the emotional impact of supporting children and young people who may experience distress. Consequently, the role of supervision as a resource for education practitioners working in the context of children and young people with social, emotional and mental health needs will be examined.

Key Benefits: Understanding from research findings, of the role of supervision as a resource for education practitioners working in the context of children and young people with social, emotional and mental health needs.

NB References: Fonagy, P. (2020) 'The Importance of Staff wellbeing', in Supporting Staff wellbeing in Schools. Anna Freud National Centre for Families. Available at: <https://headstartsouthtees.co.uk/wp-content/uploads/2021/09/3rdanna-freud-booklet-staff-wellbeing-new-address-april-2020.pdf> (Accessed 5/6/25)

Inskip, F. and Proctor, B. (1993) The Art, Craft and Tasks of Counselling Supervision, Part 1. Making the Most of Supervisors. Twickenham: Cascade Publications

b) Title: Relationship Matters in Supervision in Education

Presenters:

Richard Kettley, Place2Be Staff Consultant & Trainer
Ola Aralepo, Place2Be Staff Consultant & Trainer

Audience:

- Anyone interested in becoming a supervisor in education (from any professional background).
- Commissioners/managers interested in gaining insight into supervision in education (eg senior leaders, academy trusts, local authorities etc).
- Educators interested in whole school approaches to mental health and wellbeing (eg ITT/ITE tutors/lecturers/mentors, education researchers, senior mental health leads etc).

Overview: The session will highlight the importance and centrality of relationships to the supervision profession (Watkins, 2020). Relationship matters will be discussed/explored within the context of the current framework.

The session explores:

- the core attributes of the framework in relation to a scenario that might be brought to supervision.
- what are the various relationships supervisors need to attend to. We intend to focus on the three attributes identified in the framework: relationship to self (self-awareness), relationship (supervisor-supervisee) and relationship to the wider

system(s) around the supervision context – with (very brief) mention of how the seven eyed model of supervision (Shohet and Hawkins, 2012) captures this perspective of relationships.

Key Benefits:

- deeper understanding of the centrality of relationship to supervision in education as a practice
 - considers application of the framework by exploring the core attributes
 - opportunity to reflect on their own approach to relationships in their role
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c) **Title: Early Years at the Heart: Building Reflective Capacity through Effective Supervision**

Presenter:

Rosie Heywood, Reflective Supervisor in Education. PropelEd; Supporting growth in educators through reflective supervisory practice

Audience:

- Early Years Practitioners
- Early Years Leads
- School leaders who oversee Early Years provision
- Anyone with responsibility for delivering Early Years Supervision in schools
- Leaders / Supervisors in other educational phases who are interested in how Early Years supervision models can be adapted to different contexts

Overview:

Drawing on my lived educational leadership experience and in my current work with schools and nurseries, the workshop will:

- Explore what high-quality Early Years supervision can look like in practice, using examples and addressing common misconceptions.
- Highlight how reflective supervision strengthens safeguarding, supports practitioner wellbeing, and ultimately drives better outcomes for children.
- Raise awareness of the wider benefits of supervision and its role in building reflective capacity across teams.

Key Benefits:

- A shared understanding of the purpose and potential of supervision in Early Years.
 - Practical examples and models to take back to their own settings.
 - Increased confidence in applying supervision to support safeguarding, wellbeing, and professional growth.
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d) **Title: Introductory session: What is transcultural supervision and the Social GRACES in educational leadership and why it matters?**

Presenter:

Dr Frances Lee, Associate Director Psychology & Wellbeing: Achieving For Children, Children's Services, Royal Borough of Windsor and Maidenhead.

Audience: This session is for senior leaders in education, HT, Deputy & Assistant Heads, Safeguarding Leads, SENCos if part of the senior leadership team.

Overview: Transcultural reflective supervision enhances staff well-being, inclusion, equity and compassionate leadership. It enables a joint partnership in a safe space where the supervisee with the help of the supervisor in a trusted supervisory alliance attends to the quality of the work practices and themselves in what they bring from their personal roles (values, culture, beliefs and unconscious biases) into their professional role and the wider systemic context (school/organisational systems, values and culture). By doing so, this provides quality assurance for all, containment for the supervisee, transforms their relationships in their working role and continuously develops their practice, the wider professional role and influences positively on a wider inclusive organisational culture.

Key Benefits: Caveat (taster session taken from a one-day training workshop)

- promotes psychological safety
- understand core principles of transcultural supervision and social graces to inform compassionate and inclusive leadership
- supports staff wellbeing

Session 2 2.45 - 3.10 pm

(choose one workshop from e–h)

e) **Title: Making the sector supervision ready – What do we need to know?**

Presenter: Jenny Bowers, Founder Director Purplemoon.

Audience: This session would benefit supervisors wishing to deliver supervision into the sector, and education professionals who have some awareness of supervision and its impact on education settings who want further rollout in their setting /MAT/ locality.

Overview: This session will be exploring 4 key questions:

- Who do we need to get ready and who might already be there?
- When do key messages, themes, activities need to occur
- What is involved in getting the sector ready?
- How do we get all aspects of the sector ready?

Jenny will investigate, with the participants, what questions need to be asked of who, what answers are given through the framework and where else answers will be found.

Key Benefits: To be able to explore how to effectively disseminate information throughout the whole sector, from early years to further education.

f) **Title:** **Relational Supervision: Sustaining the Core to Support the Whole**

Presenters:

- Laleh Laverick, Director of Education, Tandridge Learning Trust
- Immaculada Matthews, Former School Senior Leader, SENDco and Doctorate candidate
- Abi Hopper, Headteacher, Nightingale School

Audience: This session is designed for headteachers, senior leaders, pastoral leads, and system influencers across primary and secondary schools. It recognises the hidden emotional demands that come with leading in education; balancing staff wellbeing, managing safeguarding pressures, and navigating the ongoing challenges of recruitment and retention. It is for those who shoulder complex, multi-layered responsibilities every day, often carrying far more than is visible to others.

Overview: This session highlights the benefits of relational supervision in supporting retention and professional development across education. It explores how supervision can be made realistic and impactful in diverse school settings, bridging professional demands with emotional sustainability.

Key benefits: This workshop introduces relational supervision as a strategic tool to support staff wellbeing, professional reflection, and emotional resilience. Participants will:

- Learn how relational supervision helps staff process the emotional demands of their role
 - Explore the Seven-Eyed Model and its application to school-based challenges
 - Understand how the emotional labour of daily school life can affect staff effectiveness and how supervision can offer support
 - Consider how sustaining one's role through supervision contributes to a more resilient and sustainable school community.
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g) **Title:** **Enhancing Inclusive Practice Through Supervision**

Presenter:

Kemi Omijeh, Psychotherapist & Clinical Supervisor. She works for herself in independent practice but also freelances for Education Support and Talking Heads.

Audience: Suitable for all practitioners in primary and secondary settings.

Overview: Discuss what good supervision in education looks like and how it could work in a range of educational settings. As an experienced Clinical Supervisor, registered Psychotherapist, whose entire career spans the education and local authority sector, I recognise the transformative role of clinical supervision in education. My session will

start with a clarity on what supervision is and isn't highlighting the impact of good supervision. Using reflective exercise prompts and discussions, I will demonstrate ways in which inclusive practices can be embedded in organisational and individual practice whilst still upholding safeguarding responsibilities and supporting staff wellbeing. Participants should leave the session with a clear framework for supervision that supports inclusive, reflective, and sustainable practice.

Key Benefits:

- Widen awareness and ability to respond to identity related stressor such as race, gender, faith, sexuality etc.
- Have a deeper understanding of creating psychologically safe spaces for themselves and others. (Thus supporting staff wellbeing)
- Build skills to ensure that all voices, especially those from underrepresented groups, are valued and heard in supervisory spaces.
- Recognise how biases can impact safeguarding decisions, and develop strategies to mitigate these risks.

h) Title: What Talking Heads Supervision has learnt from offering supervision and training to the education sector about what works for supervision in education

Presenter: Penny Sturt, Lead Associate, Training. Talking Heads Supervision Limited

Audience: Anyone curious about supervision and what the benefits are. Specifically, those who hold senior roles in education and are devising a strategy to develop a supervision culture in their school/setting/ MAT e.g. Executive Heads /Headteachers /DSLs/EYFS leaders.

Overview:

- How did it begin? How Talking Heads grew from an idea to working with over 400 school leaders.
 - What we learnt about what works?
 - Who do we work with and how have they benefitted?
 - How and why we work as we do?
 - The stepping stones to building a culture of supervision in education
- The session will cover:
- what good supervision in education looks like
 - feedback about the benefit of supervision from testimonials
 - what we have learnt about introducing supervision into a range of education settings (from state, independent, specialist and across primary, secondary and tertiary education settings.)

Key Benefits:

- The opportunity to learn what is good supervision in an education setting.
- The importance of school leadership in promoting supervision.
- How to develop a school culture to support supervision so everyone benefits, the Integrated Model of Supervision in Schools IMS(S)

Session 3 3.20-3.45 pm

(choose one workshop from i–l)

- i) **Title:** Understanding compassion stress injury in the context of educating vulnerable and/or traumatised children and how supervision can mitigate its impact

Presenter: Dr Rachel Briggs, Reflective Supervision in Education Practitioner, Reflected and Balanced

Audience: All involved in education can benefit from this session but particularly relevant for leaders with staff wellbeing responsibilities, pastoral and SEND staff, special school staff, and practising supervisors.

Overview:

- What is supervision? Types of supervision, definition and functions of supervision, relationship to other forms of dialogic support
- Why is it needed in schools? Quick explanation of burnout and a more detailed look at the specific toll of working with vulnerable and or traumatised pupils (compassion stress injury and compassion satisfaction)
- What contributes to CSI in educators?
- How can supervision help/what are the benefits?
- What might supervision look like?
- Who can benefit from supervision
- Supervision climate
- What might a session be like? *1:1 or group advantages and disadvantages. Key points to consider if setting up supervision.*

Key Benefits: Compassion stress injury (CSI) describes the negative psychological consequences of exposure to others' suffering when helping or wanting to help. The relevance of this phenomenon has largely been unacknowledged in the compulsory education sector, often being mistaken for burnout. As school and college staff are being expected to do more to meet the welfare needs of their students, it's increasingly important that CSI is understood, with measures in place to mitigate its impact.

Participants in this session will:

- Gain an understanding of compassion stress injury in the context of education and see it as a natural reaction to their work, not a personal weakness
 - Have the language to talk about CSI which is an important first step towards protection from undesirable consequences
 - Be able to recognise signs and symptoms of CSI in themselves and colleagues, so that they can take appropriate action
 - Know how supervision and other strategies can mitigate the risks associated with CSI, so supporting educator wellbeing and development.
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j) **Title: Supervision that Sustains – Practical Lessons from a Local Authority Approach**

Presenter: Lizzie Egan-Walsh, Independent supervisor and coach (supervise educational and public sector professionals under IntraQuest CIC banner)

Audience: This workshop is ideal for educators, leaders, and policy influencers seeking sustainable, wellbeing-focused approaches to staff supervision.

Overview: Join Lizzie Egan-Walsh as she explores how a Local Authority-led initiative brought long-term mental health benefits through the effective implementation of supervision in education. This session offers practical insights into how supervision can be introduced and adapted across different settings — from 1:1 to group formats, including within the demanding context of EYFS environments.

Through real-life case studies and budget-aware examples, Lizzie will unpack:

- The mental health impact of consistent supervision
- Strategies for supervision in time-pressured, high-demand roles
- Tailoring supervision to suit individual and team needs
- Facilitating supervision including in early years
- Budgetary considerations and scalable implementation models

Key Benefits: provides sustainable, wellbeing-focused approaches to staff supervision.

k) **Title: Supervision in a Balint-type Group**

Presenter:

Joan Fogel, group-analytic psychotherapist, Supervisor and trainer, Balint group leader and Supervisor, in private practice.

Audience: For those working in schools and higher level and training organisations, including headteachers SENCOs, school counsellors and teacher trainers.

Overview: Group supervision is found in the medical and psychotherapy worlds, more recently in the law, and is not unknown amongst the clergy – a place to reflect with others and process the impact of the work. Much comfort, insight and benefit is derived from hearing and thinking about the experiences of others, and from listening to their reflection on yours.

This workshop will be experiential and offer a taster of a Balint-type case discussion/reflective practice group. Balint offers a minimal but crucial structure for open non-directive reflection (see balintsociety.org.uk but you don't have to, only if you're curious: all will be explained). It is more about enrichment and understanding than about solutions or advice.

Key Benefits: This workshop would hopefully increase your awareness of the benefit of this kind of Super Vision and provide greater understanding of what good

supervision in education might look like. It aims to show how it would sit comfortably in a range of educational settings, as it does in others.

It is hard to describe. You realise what it offers by doing it.....just like that old adage about learning by doing.

l) **Title: Early Years at the Heart: Building Reflective Capacity through Effective Supervision** (repeat session)

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