



The  
**ROAR!**  
Response to Staff Wellbeing  
and Supervision  
in Education



**RESOURCE AND REFLECTION BOOKLET**

# INTRODUCTION TO ROAR STAFF WELLBEING

Supervision is a term that is commonly associated with a clinical or health and social care setting. The term "supervision" refers to "the act of watching a person or activity and making certain that everything is done correctly, safely, etc." (Cambridge Dictionary).

With research showing that the wellbeing of teachers and education staff needs to be a priority now more than ever, its time to start thinking about what support we are putting in place for our staff members within school.

Supervision for staff in education is a relatively new topic within, and therefore some sort of culture shift needs to happen if we want the wellbeing outcomes of staff to improve. Supervision gives them a protected, confidential space to talk about their role, the impact that the job is having on their wellbeing and gives them the opportunity to have protected time with their supervisor who can help guide and support them.

It's much more than just an offload chat, which we all have, but supervision is more about those meetings booked in the calendar over set periods of time, that form a guided discussion to support the supervisee within their role.



## **It's an essential part of safe practice**

Barnardo's Scotland conducted a report called "Supervision in education – healthier schools for all" which demonstrates the impact that supervision within schools can have. Their findings shown that by having a culture of supervision within school, the outcomes are self-explanatory in the important of supervision for education staff. They show that it can reduce burnout, reduce compassion fatigue, improve

professional practice through self-reflection and evaluation, increase self - awareness and understanding, staff are better able to support children and families, improve teacher retention, better support staff mental health, and better outcome for pupils.



## **A time to pause, reflect, and press re-set**

Supervision is an early intervention tool. It gives staff the chance to talk about their work and anything that may be affecting them, all whilst in a protected, confidential space where judgement is withheld. It could be just the thing to prevent staff within education from further struggles, and provide them with a safe space to share any concerns they may have. It's vital that within such busy working weeks we have that protected space to pause and reflect on us, how are we doing? Supervision gives staff the time and opportunity to do this. If you're too busy for supervision, then that's exactly the time that you need it.



# STAFF MENTAL HEALTH



We know that staff wellbeing within education needs to be a priority now more than ever. With more demands being placed on staff, now is the time to press that pause button, and stop and reflect on how YOU are doing!

## WHAT THE RESEARCH SHOWS

**83%**

of school staff worry about work when they are at home, and the same percentage were too tired after work to do the things they enjoy doing.

### IN THE LAST 12 MONTHS

70% of staff felt that their job adversely affected their mental health in the last 12 months, with 57% saying their job had adversely affected their physical health in the last 12 months.

### ROLES WITHIN SCHOOL

Senior Leadership Teams had the highest level of difficulty when it came to insomnia. School teachers had the highest levels of tearfulness, anxiety and panic attacks.

### ACROSS THE SCHOOL

Staff reported working more than 60 hours per week, and some staff reported high levels of difficulty in concentrating. Most reported issues were anxiety, depression, acute stress and exhaustion.

**57%** of school staff say their job satisfaction has declined.

**74%** have seriously considered leaving their job

**67%** have seriously considered leaving the professional altogether



**On a more local scale, we conducted a survey across Liverpool that we asked education staff to complete around their wellbeing. Almost 150 participants responded from across primary, secondary, special and alternative schools.**

Within the survey, whilst 60% of participants responded that they agreed "My workplace positively promotes my mental health", 23% said that they neither agree or disagree, and 18% said they strongly disagreed with this statement.

Staff across the city gave good examples of what their schools are doing to promote positive mental health, and gave examples such as their school have a culture of openness around talking about mental health, random acts of kindness, they were able to access external support such as counselling, they had ROAR embedded within their school, staff wellbeing days, and in some schools, staff could access the school counsellor.

One key finding was that when we asked participants what would help improve the mental health and wellbeing of staff in your setting, the top answers were boost morale, followed by opportunities for staff to talk about their feelings, and closely followed by group wellbeing sessions and structured supervision sessions.

We hope that this course will encourage and support staff to set up a culture of supervision throughout their school, so that in turn staff will have those important opportunities to talk and hopefully play a key part in boosting staff morale.

**R**

**Recognising** and responding to the wellbeing needs of staff and the necessity for supervision in education.

**O**

**Opportunity** for reflection and whole school culture change with everyone in collaboration.

**A**

**Aspire** to embed supervision and ask socratic questions within school.

**R**

**Resilience** building and recognising the holistic approach that's needed for staff wellbeing and supervision.

# MODEL OF ROAR STAFF



# REFLECTION ACTIVITY IDEAS

## QUICK AND EASY REFLECTIVE ACTIVITIES

1

**MY CRITICAL FRIENDS IN MY WORKPLACE ARE...**



**THE 5 THINGS I LOVE ABOUT MY JOB ARE / IM GREAT AT MY JOB BECAUSE...**



2

**THE PERSON THAT INSPIRED ME THE MOST IN MY CHILDHOOD WAS... WHO DO I INSPIRE?**



3

**3 GREAT THINGS THAT HAVE HAPPENED THIS WEEK – SOMETHING I HAVE STRUGGLED WITH – WHAT HELPED ME TO COPE?**

4



5

**I AM GRATEFUL FOR / THE BEAUTIFUL THINGS I SAW TODAY ARE / TODAY WHAT MADE ME HAPPY WAS / THINGS I AM PROUD OF ARE...**

# KOLB REFLECTIVE CYCLE



## The story/sense

- How are you today?
- What's your day been like so far?
- What happened before the event/situation?
- What was your role?
- What did you expect to happen?
- What did happen?
- What did you say/do?
- What did other people do?
- What went to plan?
- What didn't go to plan?

## The Feeling

- How did you feel when it happened?
- What did you feel during the situation?
- Did you have any previous experience you were able to bring to this situation?
- Did these feelings remind you of anything?
- Did anything get discussed that resonated with you?
- How did you feel leaving the situation?
- How do you feel now?

## The Thinking

- Can you list any assumptions you had going into that situation?
- How else might you have managed the situation?
- Are you proud of anything you did in that situation?
- Was there a critical moment you remember?
- Do you feel anything has been left unresolved?
- What conclusions are you drawing from this situation so far?
- What was your role in this?

## The Plan

- After this reflection, what analysis have you taken from this?
- Do you feel anything needs to happen next?
- Can you identify what you are/aren't responsible for in this situation?
- Do you feel any training needs have arisen as a result of this?
- Do you have any non negotiables in this situation going forwards?
- What would be a successful outcome you want from taking these next steps?

# GIBBS' REFLECTIVE CYCLE

DESCRIPTION



Describe what happened. The story.

FEELINGS



Explore how you were feeling before and after the event.

EVALUATION



Were there any things you felt you did well, or upon reflection may have done differently?

ANALYSIS



Thinking back to the event, what thoughts were you thinking? Were there any particular choices you made that had an effect?

CONCLUSION



What key things do you think you will take from the event? Was there anything in particular you will remember or maybe even learnt?

ACTION PLAN



If this event happened again, what would be the key things you will take from this event that you will do the same or even differently?

# RESOURCES



# THE WORTHY MODEL



**You can use this sheet either in 1:1 or group sessions. It is good practice to read through this sheet prior to supervision to familiarise yourself with it.**

## 1. WELLBEING:

Ask "how things have been since last time we met."

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Some things may have happened since the last time you met. For example, your supervisee may have been given a new role in school, or under a significant amount more stress, or difficulties with children in their class etc. They may be experiencing personal things in their private life that they may want to share, as it may be having an impact on their work life, so it's always good to start with this.

## 2. OUTCOMES:

Discuss and reach a shared agreement on what should be addressed.

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This is a collaborative discussion, and you should be clear about what you want to discuss, as well as allowing your supervisees to suggest topics and things they'd like to discuss. You can address anything that is likely to be useful, for example, role specific topics, certain children/young people they are concerned about, personal training and development, wellbeing, areas of progression and difficulties, professional relationships, supervision itself etc.

## 3. REFLECTION:

Get on and address the topics you have decided to address.

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Work through the agenda that you both set collaboratively and remember you can address things in variety of ways. You could encourage your supervisee to bring their planning in to review, you can suggest work you have previously completed that worked well and could help, watch YouTube videos, role-play or demonstration, buddy up with others who have been in similar positions but remembering to seek permission first etc. Make sure to highlight good practice.

## 4. TO DO'S:

Action Plan.

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These to do's may be for the supervisee, for you (for instance to look out a suitable YouTube example of what you have been discussing, or to discuss with another supervisee about maybe doing some co-working with today's supervisee) or for you both. Be careful not to promise, in the heat of the moment, things you will later regret, be realistic about the support you can offer. Also be aware that the supervisee doesn't feel overwhelmed and feel like they are just leaving supervision with a to do list, the to do list needs to reflect their needs and relieve them of any stress rather than add to it.

## 5. HIGHLIGHTS:

Ask for feedback.

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For example, ask "What do you think about today's session?" Or "What have you found most useful about today?" Or "Has there been anything particularly difficult for you today?" "How do you feel about the actions we have set today?" Or simply "What have we achieved here today?"

## 6. YOUR KEY MESSAGES:

Summarise the session and give a balanced summary of what has been said and done in the session. Discuss when the next session will be and encourage supervisee to plan some time in closely before the next supervision to have a think about anything they would like to discuss. Refer to any support services that would be beneficial in the meantime if additional wellbeing support is needed.

# ROAR STAFF SUPERVISION AGREEMENT

Agreement between .....(Supervisor) and ..... (Supervisee)

This agreement is in place and designed to be a tool that will underpin and maintain a good supervisory relationship. It will be completed in partnership between supervisor and supervisee and should be completed at the start of any new supervisory relationship, and reviewed annually. The quality of any supervisory relationship relies heavily on the conversation, and so this tool is designed to provide an effective foundation for discussions within supervision. The points below should help with setting this.

Practical Arrangements	
Frequency	
Location	
Duration	
Cancellation agreements	
Availability of supervisor for ad-hoc discussions	
Content	
Process for agreeing agenda	
Prep for supervision should include	
Priority areas for regular discussion	
Making it work	
Purpose of supervision	
What should supervisee bring to the relationship?	
Supervisee expectations of supervisor?	
Supervisor expectations of supervisee?	
Any factors to acknowledge prior to development of supervisory relationship?	
Agreed permissions	
What methods will be used if any difficulties in the relationship arise?	
All areas below covered with supervisee?	

# STAFF SUPERVISION

## THE AIM OF SUPERVISION:

- 
- 

## OBJECTIVES:

### 1. Accountability objectives:

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- 
- 
- 

### 2. Professional development:

- 
- 
- 
- 

### 3. Support objectives:

- 
- 
- 
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Signed: .....(Supervisor)

Signed:.....(Supervisee)

Date:.....

# ONE TO ONE SUPERVISION RECORDING SHEET



Date: .....  
 Venue: .....

One to One Supervision Recording Sheet			
Agenda Item:	Discussion Points:	Any Action/Support Needed:	Date action to be done by:

**Agreed Agenda Items:**  
 Signed by Supervisee: ..... Date: .....  
 Signed by Supervisor: ..... Date: .....

# GROUP SUPERVISIONS - NOTES



Date: .....

Supervisor: .....

Minute Taker: .....

## THOSE IN ATTENDANCE:

**REVIEW OF LAST MEETING** – did it help in anyway? Wellbeing check.

**AGENDA SETTING** – is there anything anyone would like to discuss? List Agenda:

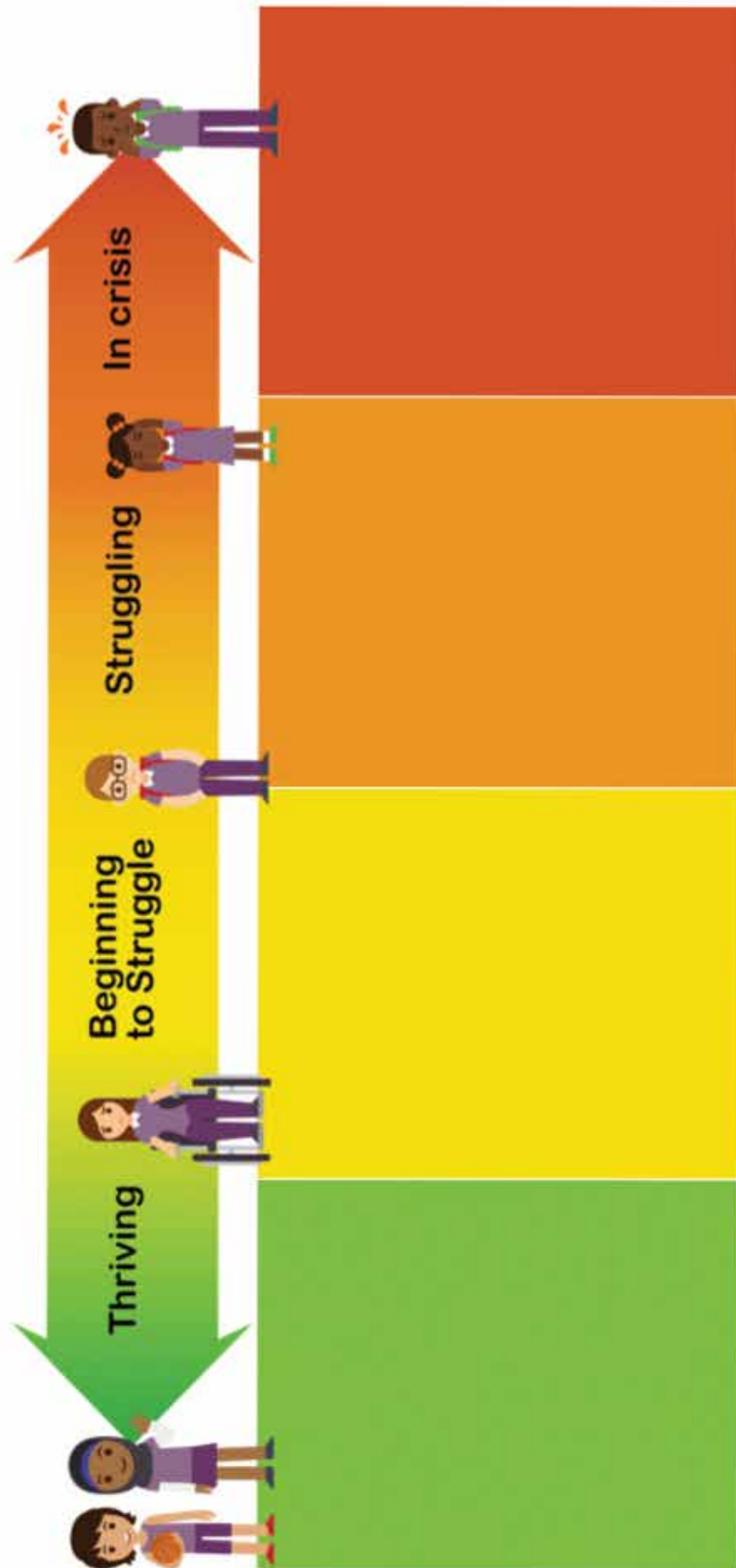
## NOTES FROM AGENDA DISCUSSIONS:

## ANY HOME TASKS:

# STAFF SUPPORT - SCHOOL SPECIFIC

School Name: .....

Our school have populated this document to let all staff members know what support is available to them. You will see the things we do at our school to help us all to thrive, and what support is available for staff if they feel that they are beginning to struggle with their mental health, if they are currently struggling, or if they feel that they are in crisis. There is always support available, you are never alone.



# WEEK ONE REFLECTION



**Working with your colleague from the course, have a chat about some of these pointers...**

What do you already do to recognise and respond to the wellbeing needs of staff within your school?

What do you do to encourage reflective practice? Is this something your staff are already aware of?

Where are the opportunities within the school week for staff to talk about how they are feeling?

What resilience building activities do you have on within school for staff?

How do you debrief with staff after big events such as Ofsted or stressful weeks in the year?

How does it feel to say 'no' in your school?



# WEEK TWO REFLECTION



**Working with your colleague from the course, have a chat about some of these pointers...**

What challenges do you foresee in setting this up in your school?



How might you overcome these and with what support?



How do you think you might promote the idea of "supervision" and staff wellbeing to your school staff to tackle the stigma that its a scary thing?



Thinking about the other things you might offer around staff wellbeing, how will supervision enhance this?

Have a practice setting up a contract together and see how it feels to have that contract in place as both supervisor and supervisee...

Talk about an experience and use socratic questioning to explore what's going on.

**Remember to try and use Kolb or Gibbs Reflective Cycle.**



# WEEK THREE REFLECTION



Working with your colleague from the course, have a chat about some of these pointers...

What do you do to unload your plate so that you can be present in the moment?



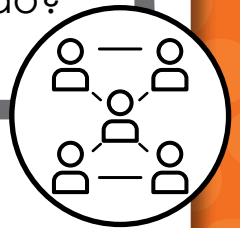
Before you begin this reflection - do a brain dump!



Where are the key points in the day where you feel you could practice unloading your plate the most?



What does your school do to relationship build amongst staff? Or what do you think you **could** do?



What does trust mean to you, and why is it important for your school ethos and environment to trust your team/colleagues?



Practice using the WORTHY Model and conduct a real supervision for each other.

**If you feel it would be useful whip out Kolb or Gibbs!**



# WEEK FOUR REFLECTION



# WEEK FIVE REFLECTION

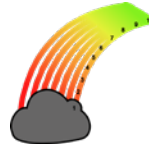


# DAILY BRAIN DUMP



To be able to actively listen and be present, we need to first offload what's on our minds...

**BRAIN DUMP - GO!**



**MY NUMBER IS...**

**TOP PRIORITIES**

**TODAY I'VE LEARNT  
THAT I AM..**

**TO SWITCH OFF FROM WORK  
WHEN I GET HOME, THIS IS  
WHAT I'M GOING TO DO:**

“ ”

*If nothing changes, in our schools, and emphasis isn't placed on staff wellbeing, then the extraordinary human beings that have the mind-blowing tasks of teaching the next generation of extraordinary human beings, will lose their sparkle, and their drive, determination, and passion will go.*

Kelly Hopkinson

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