

Hollie Edwards

[00:00:00] Holly, it's lovely to see you. How are you tonight? I'm doing well, thank you. Yeah, not too bad. I'm trying to keep warm sitting in sitting in my office. Didn't realise how chilly it was in here. Yeah, it's a pretty wild night here in Scotland, that's all I can say. Oh no! But very warm in this conversation and lovely to see you tonight.

So I attended your I'm going to call it a webinar for want of a better word, I think, a couple of months ago, actually chatting where you were chatting through your book on supervision. something that I'm really interested in, something I know Billy is interested in as well. And I know there's been, there's been conversations in Scotland around supervision and they've kind of come and they've gone and they've never quite landed, I don't think would be, be fair to say.

So when, when I joined your conversation, I was really keen to have the opportunity to chat a little bit more about you. So I've given there's [00:01:00] a bit of a clue about part of what you're about, but tell us a little bit more about who you are and what you do. Yeah. Okay. So yeah, so I'm Holly and I I work in two schools actually now.

I started working in a junior school about sort of eight, nine years ago, I think. And I'm still there, but I now work, instead of being there five days a week, I'm there four days a week as I work at a high school as well for one day as a supervisor. So my role there is purely supervision with the, leadership team, essentially.

It's a very large school with a very large leadership team. And my role at the junior school is sort of changed a lot throughout the years, to be quite honest with you. So I'm actually I'm a counsellor and a clinical supervisor, but I came into the role at the school as the family liaison officer.

And the role sort of developed and evolved over [00:02:00] time to, to my present role, which is director of mental health and well being and also a member of the senior leadership team. And yeah, and that's, that's essentially my role sort of encompasses a lot of different things, I suppose. So it very much is supporting sort of children, family, staff.

in a whole manner of ways, really. mUst be a fascinating role. Must be quite a busy role, I should imagine. And I suppose, I guess that kind of connects in with

the whole supervision. idea, the whole concept of supervision. And you, you recently wrote a book around supervision in education. But I suppose one of the things that I've noticed is that sometimes our understanding of what supervision is can be very different based on.

our experience and our interpretation of the word. So I wonder if we can start with, you know, what is supervision, so that we're all starting on the same page. [00:03:00] Yeah, and that is, that's a, it's a really good point to, to raise actually, because it is. It is one of those words. It like the actual name sounds different to what it is as well, so I think it could be quite confusing.

So from my perspective from my role as a counselor, I've always had supervision and it's that sort of clinical supervision aspect of it where I would go along and talk about the clients that I'm seeing and ensure that I'm working ethically and in the very best way possible for my clients.

So. In schools, supervision isn't something that we see very often and it was definitely something that I've, I was surprised about, shall I say, when I started at my school and that was because I feel supervision is, well, supervision is a really safe, confidential space for you to go to and share anything really to do with your your work, whatever it might be at that moment in time that you feel you [00:04:00] need to discuss, whether it be, you know, a child you're working with, the class as a whole situations with colleagues, your well being, how you're managing your workload So supervision for me is just that sort of professional reflective space safe space.

I have to keep coming back to that safe and confidential space for you to share and talk about anything that you feel is sort of pertinent and important to you at that moment in time. And what do you think makes it a safe space compared to You know, anybody could say this is a safe space. Yeah, yeah.

This is a safe space, this is confidential. Yeah. For me, I guess there's something about the relationship and the dynamic between if that person is your line manager as well as saying it's a safe space and confidential compared with yourself, for example. Can you say a bit about that? Yeah. Yeah, absolutely.

Again, I think it's a very boundaried space. That's [00:05:00] really important. And very much in the book, it's about how you can create that safe space and talking about the environment, which can seem a little bit strange, like, oh, surely, you know, you can do that thing anywhere. But it's about creating that environment where people know exactly where they're going, why they're going there, what to expect.

So very much being able, I mean, I always contract or have a working agreement. Contract sounds very official. But I have that sort of agreement that this is how we are going to work together, whether that is group supervision or one to one supervision. And it is very, very clear this is what we're here for.

Again, boundaries are so important, and I think in schools, it's really looking, you know, really making it clear that, you know what, there might be a dual role here. And I think that's the point. It could be, as you've quite rightly said, is it someone that you work with in a different capacity? Well, what's going to make that different to the meeting that I had with them the other [00:06:00] day, or how do I know that they're not then going to go and speak to, you know, another colleague in the school which is why it is so important.

And again, it sort of links in with thinking about who the supervisor is as well because very much the, the person, the supervisor will. in part just by who they are, create that feeling of safety as well. I hope that makes sense. Yeah, it absolutely does. And I think it's a really, it's a really important point to recognize that sometimes we, I think we do sometimes need people who are external in some way or, or out of that external to that relationship in order to create the space to do the kind of thinking and reflecting that.

do in, in supervision or in spaces. You said you were surprised that there wasn't supervision in, in education. And like yourself, my background is. Psychology, so I'm used to the [00:07:00] concept of supervision and psychologists work in that space where supervision is part and parcel of what they, what they do.

What, what is it about the world of education that you think warrants, requires benefits from supervision? Yeah, I think, there are so many reasons, I think, but the thing that surprised me, I'll go back to what surprised me, I think the thing that surprised me about it was because there are so many elements to people's jobs within school.

So whether you're, you know, I'll use the example of a teacher and teachers aren't just teaching and I say sort of just teaching everything you do in school is teaching. But. There's so much more to it. And again, in the book, we talked about, you know, when you're trying to manage safeguarding, when you're trying to think about additional needs, when you're trying to think about supporting children's well being and mental health and managing behavior in a [00:08:00] classroom, there is so much to what you're doing, all in one moment as well that you're carrying a lot, you know, that sort of Idea of sort of that load that you're carrying on your back, you know, those thing that, that thing.

And there's so much more to it. I think particularly now, I think that it's, it's got bigger and bigger over time. You know, it's increased. So it's really surprised me that there wasn't a place for people in schools, whether it be a teacher or a member of support staff or or whatever your role is to be able to go and actually talk those things through.

Because it can be really, it can be a big emotional burden. It can be a big emotional drain on you. And, and I just, I think people don't always realize the toll it takes as well. Not even necessarily externally. I think even individuals don't necessarily realize the toll that that takes as well. So that I found that really.

[00:09:00] surprising that it wasn't something that was, that was automatically offered, considering that in a number of other professions, professions, it is. Yeah, absolutely. Quite in schools, I suppose, until very recently, Holly, I've been a secondary school head teacher and we're very aware of the role of mentoring even of coaching, you know, you've got those management responsibilities and those relationships.

I think as a headteacher I had lots of conversations with people that were confidential in a safe space, but not that I would have called supervision because the relationship and the dynamics are different. So, you know, it is a concept that I'm not surprised that you're surprised that it's not there in schools.

It's not quite in the ethos and culture at the moment, although we did see some steps towards that, particularly during pandemic and lockdowns, where certainly here in Scotland there was an offer you know, there was like [00:10:00] executive coaching for headteachers and there's been an acknowledgement, I think, as you referenced there, that particularly for the staff that are dealing with a lot of safeguarding and well being issues, that we do need a space, just as a counsellor does, to go and you know, decompress.

And so I suppose a few questions I've got because I'm really, I'm really interested in what would you say are the main challenges you've faced in that education space? And also to get your views on, so you've described how you're not part of the organizations that you're supervising and, and what's the pros and cons of being part of the organization or being external to everything?

Okay, so I'll start with the challenges. Challenges, I'd say the number one challenge, I think, first of all, is that supervision in education will only work if it is absolutely something [00:11:00] that the head teacher and the leadership team

buy into and understand and see the value of. So that could be a challenge for people.

I was very fortunate that it is very much something that My head teacher in the junior school I work in, and now the head teacher at the high school I work in, can see the value and benefits of it. So I can see that that would be a real challenge for some. And then you've got the other, you've got all the other things that we hear frustratingly in school that are barriers.

And that is, you know, time staffing costs, you know, all of those things. And it, you know, don't get me wrong, it can be tricky. You know, timetabling is a nightmare in schools anyway. And then you factor in supervision as well. So, yeah, there are, there can be challenges along the way. And there still continues to be, even for me, years down the line, occasionally [00:12:00] some, something will crop up.

And I think, oh, okay, I haven't encountered that before, or, you know, but actually, I always find a way to make it work. So fundamentally, I really, really do believe if you get the support and buy in from the head teacher first and foremost, really, and then from the wider leadership team, you can make it work.

That's where it all begins. Yeah, is there anything, did that answer that question? Okay, or is there anything you need to add? You spoke about the, I'm sure people will recognise the busy, the pace of a school, you know, just the volume of people, volume of tasks. And I guess if, if you don't make it a priority, it won't happen.

How often do you tend to see people? So, how, how I do it is I see everyone once a term. I, the junior school I work in is, is a very large junior school. It's four form entry and lots of staff. And we wanted to [00:13:00] really see as many people as possible. We didn't want to just say, right, okay, it's only for teachers or only for SLT.

We wanted to see as many staff as possible, which meant that actually we needed to find a sort of realistic. You know, find the best, most realistic amount of time that people could, could see a supervisor, but also see the benefit from it as well. And that seems to work really, really well, actually, once, once a term.

But it depends on the school and, you know, you've got to make it work for your school. That's the point. It's so, it's, it's about, it is about flexibility and giving it

a go and seeing what works as well, because every school is so different. And even moving into the high school, which it's been less than a year.

It's been different because it's a secondary school as well. So you, again, you come up with different challenges and face different things. So but it's just going with it and trying to find solutions to these, these challenges that, that come up. We spoke about the challenge with the word itself.

Because I [00:14:00] suppose that, you know, people would think a supervisor is someone who checks up on the work and the quality of what they're doing. So, yeah, I mean. You will, of course, you know, lay the groundwork and reassure people, but do you get any pushback? Do you get any resistance? Yeah, actually, yes, definitely.

I think it was really, really interesting for me and very good for me professionally to start working at the high school as well, because I have come in as although I work there one day a week, I That is my job. So I essentially sort of external supervisor, really. I don't know the staff apart from for supervision.

It's very different in my other school. And I've been doing it for a number of years now. So, so therefore, I get a lot less pushback now because people know what it is. We've been doing it for a long time. So it's quite, we're in quite a comfortable place with it. Yes, there is sometimes pushback.

You're right, you do explain, you know, you introduce it. [00:15:00] You give people the opportunity to ask questions, reassure. As I said earlier, do the contracting. But people do tend to feel quite vulnerable at the start, it's a quite a vulnerable feeling and although I make it quite clear that this isn't therapy, this isn't counselling in any way, because it is focused around your work, you still are, you are still being open.

And sharing perhaps challenges you're facing or things you're finding difficult. And that can be really hard. So yes, I think some people are more comfortable with that than other people. So yeah, it can be, it can be challenging for me as well as them. I'm sure. And I suppose that other bit I'd wondered about, the internal versus the external, you know, where you're a known face compared to where you're not so well known, and [00:16:00] you've got direct experience of that in the two schools you're in.

What, you know, what do you prefer? What, if you could design from scratch, what way would you go? Oh, that's, that's, that's a tough, that's a tough question.

I know, it's a tough one. That is a tough one. Oh, I could talk for ages about that as well. The thing is, I think it's, I think, and in the book, I do, because what I'm trying to do, I'm trying to create a model here that schools can actually replicate or, or, you know, In a way I want it to be because if I sat here and said to you, this is the absolute ideal, it might not be something that's possible for schools because of cost or, you know, things like that.

Whereas actually, what I would like, I would like this to be achievable. So in order for it to be achievable, I think the, what I would suggest is that if you are having, if you are going to provide supervision in your school, it would be best for you to have An [00:17:00] external supervisor with the head teacher or senior leaders, wider staff than that.

I think you definitely are able to have a member of staff within the school if it's the right member of staff and create a model that works like that. And I think that is more than achievable. So, which one do I prefer. It depends on the day. I've got to be honest, it depends on the day. That's really hard, I think.

A definite pro for being someone that isn't, you know, works already in the school and that staff may know is that they feel they know you, so therefore there is an element of safety and trust already, I would hope. Um, so that's definitely a pro. I think sometimes a con can also [00:18:00] be that people can be sometimes reluctant to share things they feel might be, you know, perceived in a certain way or, you know, there sometimes can be a bit of a barrier there, but I do feel over time that reduces anyway.

exTernal supervision and my experience of that is that I feel it did, it has taken a little bit longer for people to get into the swing of it. Because I'm, you know, in my school that I'm in all the time, I'm using that language all the time, we talk about supervision all the time, they see people going through, it's just become part of the culture of the school, whereas I'm still at that stage in the other, the other school, I think, where it's people, yeah, getting used to it, it becoming something that is part of their role.

And again, that's where it can be as schools, you, each individual school has to [00:19:00] decide what they want to do. But in both of the schools I work in, it's been an expectation that that is part of the role. So a bit like you would see with a, with a therapist or counsellor, that actually it's part of the job.

If that's the job you're doing, you expect to have supervision and it's, that's it. So that's how, how We do it in the schools I work in, and I find that is much easier. However, that might not work in, in other schools.

Do you see other schools picking up the model and the idea? Or do you feel you're in quite a unique position? Do you, do you have that bigger landscape idea? I definitely am having more conversations with people in schools that want to start doing it. There's not, in, in, in our area, I'm in I'm in Kent in the Southeast.

And I work [00:20:00] with a number of other schools. in, yeah, around where we are, and they are all really keen. A couple of them have hired in external supervisors and have started that process um, and are very keen on, on taking it further. And I do see that there is more of an, more of a need for that, you know, even further afield.

I'm, I'm, having people contact me and are really, really interested in it. And there are other sort of organizations that are starting up. There's Talking Heads that have, that are a company that have been set up and they work with headteachers and SLT. So they come in externally. So it is starting to become a little bit more common practice, not, not too much yet, but I'm hoping that by people picking up the book and reading the book or by hearing me on something like this, people will be more open to trying it and giving it a go.

Yeah. So this is a big question. What's [00:21:00] your mission? Oh, that's interesting. I, my mission, my ultimate goal would be for it to become, um, part of, part of teaching, part of, part of education. That you become a teacher or you become, you know, whatever your role may be in school and actually it's offered to you as part of the role.

That is, you know, it becomes an expectation of, that staff have. That would be, and I would like it to be talked about in. teacher training and things like that as well. I'd like it. Yeah, that's what I would like. Yeah. Did you know that eight years ago when you started in that, in the junior school you're in, is that, was that always part and parcel of what you were doing and what you were about or has this emerged over time?

No, it wasn't what I, what my goal at the time. No, my goal at the time really was, you know, I had that I was, I was surprised that it wasn't offered as I've already said, and really could [00:22:00] see the need. But I, at the time was just thinking about what our school needed and felt that actually this is something that they'd really benefit from.

And then it's grown, it's grown and developed. Also, another sort of just to add as well, my husband is a teacher and he's, he's a secondary school teacher. He's been a teacher for years and years, way before I started working in a school.

And and even, I think some experiences he's had as well have really and I've thought, oh, he's only had supervision.

Like why is he not having, you know, that space to talk things through? And, and quite often actually, What he doesn't need, he doesn't need a line manager meeting where someone can tell him, Oh, well, this is what you need to do. We'll go and do this. He doesn't need someone sort of trying to tell him what to do or give him advice or, you know, supporting him to do it.

He just needed someone to listen or someone to talk to. Because something that I [00:23:00] do hear a lot. from people that work in schools is that, two things actually, two points to make. One, that unless you work in a school, it's really hard to understand what it's like. And two, it's so full on, all the time in a school, that when you get home, You don't really want to revisit it.

Sometimes you will, because you'll need to go home and have a little bit of a, you know, a rant or a conversation. But quite often people will just go home and just sit with everything that's happened that day, even if it's something really, something that's really impacting them. They won't want to talk about it again because then you're revisiting it all and you're going over everything again and it's hard to put it into context as well.

So quite often, I've just thought, all he needed to do was just have a conversation with someone that understood or someone that listened. Yeah, so that was, that's frustrating too, I think. Yeah, I [00:24:00] guess that connects with we had a conversation recently with Sam Chrome about teams and teamwork in education.

And one of the reflections on that was that he brought a real sense of humanity to this idea of teamwork and the work that we do in schools and I think there's something for me and in where supervision sits or something about that kind of humanity and the human behind the role of teacher or support assistant or headteacher, you know, whatever the role, there is always a human there, you know, we're human first and whatever we decide to do second.

How does that idea of humanity and, and the humanness of what we do in education sit for you with supervision, your experiences? Hmm. Yeah, it's really interesting, isn't it? Because I think you. There is no sort of black and white or blueprint to being a teacher [00:25:00] or TA or whatever your role is in school.

We're bringing ourselves, aren't we? As you've just said, we're bringing ourselves as a human being. And actually our, you know, our personality to start

with, but also our, you know, our values, our beliefs, our, our history. Almost in a way, you know, we're bringing all of that to the relationship and I think that's what makes.

That's what can make the job be so amazing, but equally so hard, because everything you do in school is about relationships, isn't it? Everything is about relationships and connection with others. But actually, relationships are, again, amazing, but also tiring and hard work and confusing at times. You know, all of those things.

So I think yeah, you're bringing, you are, you're bringing your whole self, um, you're giving your whole self, and I think [00:26:00] actually supervision fits in really nicely because it's so important to acknowledge that you are, you are human, you know, you're bringing all of yourself every day, you're giving everything to all of these people that are here that need you and require you to be present but actually You are just human, you know, come and come and sit with me, talk to me about how you are and what's going on.

And and again, one of the things I love about group supervision is that connection is that connection with others that relationship building that sense of belonging. And that's so so important. And I think that's something supervision can provide and is really helpful and really useful. And knowing you're not alone.

I think often teachers and those in education think it's just me that's thinking and feeling like this at the moment. And it never is. In my experience, it's never just been that one person, but often we think we are just the only one. Oh, I've heard that so many times [00:27:00] in group supervision, it's really, actually really powerful.

You know, that is just to say, and everyone always says, not that I wouldn't, you know, it makes me feel really sad that you're finding that really difficult, but equally, it makes me feel that I'm not on my own and that, you know, it's not just me that feels this way. And that's really. Really important. Yeah.

And I think with certainly with the pandemic and as things have just evolved. I think we're not just dealing with children and young people were dealing with a whole ecosystem of layers and communities and even within a school. The, the things that happened to the adults in the school impact the other adults in the school as well.

There's so many layers I think that people are are kind of affected by and are affecting in turn as well. It's, it's huge when you think about it. Yeah, it is. It is massive. It really is. [00:28:00] Absolutely picked up. Obviously helps with your husband being a teacher and you've probably seen in his face at night, you know, the impact of having hopefully many, many good days and some really tough days.

You've already mentioned the pace and certainly that resonates with me after 20 odd years in school and now working in a slightly different way. It's really full on and we kind of run fast on that treadmill to get to the end point, go home, try to have some kind of. And then we go for it again the next morning, or, you know, the next Monday.

And I think there's definitely, you know, credit to the schools that are investing in that time and space. Because, essentially, you mentioned it a few times, that it's just about people's well being, isn't it? And particularly their mental health and well being. And I wondered, wanted to get your ideas on that more widely.

How supervision, how you have seen it, support, how it can support. And also, if we want to [00:29:00] support children and young people in schools, how does it benefit? The adults that are with them to put this time and space into their own health and well being. Yeah, yeah, definitely. I think I think you're absolutely right.

I think that whole, I mean, there's so, there are, there are so many benefits. I think, again, going back to us all being individual and turning up at work and being, you know, having our different experiences and different values and thoughts and feelings. Similar with, with supervision. So the benefits you might take from, it may be different from person to person, but there definitely is sort of a, a bit of a, a, a theme there.

And I think when you look at you, I mean you just said there about that whole idea of supporting people's wellbeing. Absolutely. I think, I think definitely with, with group supervision and actually one-to-one because you have that relationship with the supervisor as well, which is, is really important.

But with group supervision that holds, sort [00:30:00] of sort of connecting together and that coming of together and, and building and strengthening those relationships because you're so busy in a school. It's not actually very often you get to really talk to people, surprisingly, you know, people can go weeks without talking to each other.

And so that's really important. But I think I think it's feeling valued as well, knowing that you are important and valued enough that your school is investing in you, um, as a staff member, that they are valuing you as a person and an individual enough to want to put something in place to support you.

And ultimately, then support the children, which is what you've just touched upon, because actually, everything we do is about the children, young people we work with, isn't it? You know, it's, it's, everything's for them. But it's also that [00:31:00] recognition that actually the, you know, we've got to be okay in order to turn up and.

Provide the children with what they need every day, you know, we've got to be okay that whole concept of caring for the carer and you know, and actually, it's so so important because you can't, I think, years ago, it was always very much. No, you know, we're here for the children and everything's got to be about the children and anything else we just don't really sort of focus on that.

Whereas now, I think, more and more, I would like to think, and the conversations that I have, people are recognizing that actually, As we've already spoken about today, you are, you are the person that is so central in these children's lives that are working so closely with them that has such a big impact.

If, if you're not okay, what does [00:32:00] that mean? What is the impact then on, on the children, young people that we're working with? And actually how much are you then able to keep taking on? On as well, you know, that whole idea of when do you get to a point where you just can't keep going because there's so much isn't there, whereas actually be a being able to pause like we do in supervision actually pause for a moment and take a moment to sit and to reflect on how is it that I'm feeling right now.

You know, what has gone on over the last week that might have impacted me? What is going on in that relationship I'm having? What isn't quite working there? What could I do differently? You know, those kinds of thoughts, but you don't have time to stop, really, and ask yourself those questions.

It's interesting because at the moment, I know down south, Like up here we're seeing for various reasons, a lot of attention roundabout how [00:33:00] young people are and how they're presenting in school, you know, and issues around their, their behaviors and their choices, et cetera. I don't, I mean, just moved into the, the world of, of mental health in particular.

I think that the bit of the puzzle that we're missing is not just refocusing, you know, how do we get these children to behave better, but why? What's going wrong with how if people are not making the right choices or doing the right things, there's generally a decision making process there and there's a, there's a well being issue underlying.

and also we don't talk then about the teachers and the impact on them. And, you know, the need, as you say, to support them to be the best. Because with, along with this, you know, we kind of really need teachers and we need support staff in school. We can't have a retention crisis or recruitment crisis or burnout.

It's such an important job. So, I mean, I, I think. Investing in people in this [00:34:00] way absolutely sounds like the way to go. You've mentioned already some of the benefits. It's obvious that when you form an individual connection, you'll, you'll see those benefits. I wonder if you're ever asked about that though, in terms of.

The investment the school makes, you're asked to evaluate or provide evidence that there was a, you know, bang for the buck. Yeah, it's really interesting. It's like with a lot of things to do with mental health and well being though, isn't it? It's really hard to sort of quantify it and show that data.

Schools love data, don't they? You know, like, it's really, really hard to do that and provide that. Which is why, you know, I do talk about in the book how I have always asked for feedback that I, do sort of evaluate and look at. So I'll ask for anonymous feedback that, so people can really, really, you know, be honest in, in things that are working well for them in supervision, things that may be [00:35:00] challenging for them or that they would prefer or could be done differently.

Not necessarily because I could do it all because I'm not there to, you know, change absolutely everything because I couldn't. You know, make it work for absolutely everyone in the way they would like it, but it's to ensure that it is. We are seeing that it is having a benefit for people because that is important because it is, you know, it is an investment.

So, and for us, we've, we've, we have seen such we've had such positive feedback. And. That has just, I mean, that's why I'm sort of, I think I'm in my fifth year now, fourth or fifth year, I can't remember, but, and that's because actually we can really see, we can see it again. It's not just from what is written down in feedback or from, you know, from anything like that.

It's from actually seeing how people are with each other, the interactions that people have, the way people talk to each other, [00:36:00] the way, again, and that's one of the things about it being reflective, reflective supervision. We all. ouR students to be. reflective in their learning, don't we? Because it's so important in sort of learning and growth and development to, to be reflective.

But as I sort of touched upon earlier, it's not very often that you get an opportunity as a member of staff to stop and do the same thing. Because actually it's the same for all of us, isn't it? As humans, if you don't have the opportunity to sit back and reflect, you can become quite Stale, can't you?

Or not really necessarily think how could I have done that differently or keep redoing the same thing and getting the same result and not, not mixing it up a bit. So so I think actually it's really important for, for us to be able to do what we're asking the children to do actually. And that can sometimes be a challenge, can't it?

You know, we're challenging ourselves to think differently.[00:37:00]

Holly, thank you. I think we could talk for much longer on the topic of prison and there's so many avenues we could have gone down. And you've got some great insights and obviously a huge amount of experience behind you as well around how to develop a model, how to create a situation that really works and that's obviously expanded into another school and of course your book as well.

So We're hugely grateful for your, for your time and for giving us your time to share that insight and knowledge with us. But before you go, we finish our podcast with the same two questions. And the first question is, what are you reading at the moment? Oh, do you know what? That is such a hard one because I know everyone's different.

I am one of these people that usually has two or three books on the go, and I do at the moment. I'm terrible, so I sort of flip between them all. But one book that I am reading at the moment, and the reason I got into, the reason [00:38:00] I bought this book and read it was because I actually got into his podcast.

So I don't know if you've heard of it, The Diary of a CEO. Yeah, so really, really great. podcast, really enjoy listening to him and he brought this book out. And so I'm reading that at the moment and it is called The Diary of a CEO. So and it's just really, really interesting. He's talking about the sort of fundamental pillars of sort of business and, and life essentially.

But I'm finding that very, very interesting. So if you like his podcast or like him at all, then I'd suggest going to read it. It's really interesting. I've downloaded it in Audible I like to go walking and listening, so yeah, it's, it's creeping up to the top of my list, so I look forward to that.

Thanks for the recommendation. And Holly, just to finish then, I mean, lots, lots to ponder, lots to think on and I really appreciated the conversation, but is there any sort of final message or thoughts that you would like to leave listeners with today? Yeah, I think that's a [00:39:00] really great, it really made me think, actually, that, so I not so, there's loads of quotes, I could give you loads that I hear and I think, oh, I love that I, I think so, probably be more of a message and for me, I think it is just thinking about, you know, and it goes back to the idea of what we were speaking about a minute ago, and thinking about, and thinking about The people that we work with and how important we all are as a team that sometimes I think working as a teacher can be quite isolating even as, as leadership, actually, a head teacher or in leadership can be quite isolating and this, that whole idea of actually coming together as a team and actually to be a really good team.

You need. The right people sort of coming together with the right culture um, and I think supervision is a really great way to, to create a culture of care and of [00:40:00] development and growth and. empathy for each other. So I think, yeah, my message is just to be sort of think about, because we're always saying sort of think about ourselves and that's really, really important, but actually thinking about the wider school collective team and coming together and and creating just that really positive culture where we consider each other's sort of mental health and well being.

Way to finish, Holly. Thank you so much. Thank you. It's been really lovely to speak to you both. Really enjoyed it.