An Exploration of Teachers' Perceptions and Experiences of Peer Supervision

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Abstract

Recent increases in teacher turnover have been linked to higher levels of stress, burnout and lower levels of psychological wellbeing within the workforce. Although models of peer supervision are widely used in health professions, there is a significant research gap in relation to teachers' perceptions of and access to peer supervision in UK schools. The aim of this study was to explore teachers' views on how peer supervision is defined and used, how it can help teachers to support their professional development and promote their psychological wellbeing. An explanatory, sequential mixed-methods design was chosen (quan → QUAL). A scoping questionnaire (n = 68) and semi-structured interviews (n = 6) were conducted to capture the current context of classroom teachers' perceptions and experiences of peer supervision. Data were analysed using descriptive statistics, inferential statistical tests, and thematic analysis. The findings showed that most teachers do not have access to peer supervision in school and that those who use supervision have more additional responsibilities. The findings highlighted the benefits in supporting continuous professional development, problem solving and showed statistically significant differences in psychological wellbeing between teachers who had received supervision and those who had not. Teachers indicated varying levels of confidence in reflecting on their own practice; some still preferred to be observed directly prior to peer supervision. Peer supervision provided the opportunity to share, review and validate difficult experiences in a safe and supportive environment. However, this was most comfortable when the models were unstructured and voluntary, did not involve senior staff and were not led by external professionals. The findings of this study lay the foundations for further research driven by teachers in schools and call for the development of a practice framework for peer supervision that could benefit a wider group of teachers in the UK.

Keywords: teacher views, peer supervision, mixed methods, thematic analysis.

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List of Abbreviations

COVID-19: Corona Virus 2019

CPD: Continued Professional Development

DCP: Division of Clinical Psychology

DfE: Department for Education

DoH: Department of Health

EHCP: Education, Health, and Care Plan

EP: Educational Psychologist

HCPC: Health Care Professions Council

ITT: Initial Teacher Training

RQ: Research Question

SEN/SEND: Special Educational Needs/ Special Educational Needs and Disabilities

SLT: Senior Leadership Team

TA: Thematic Analysis

TLRs: Teacher and Learning Responsibility

UK: United Kingdom

WHO: World Health Organisation

Key Terms

Below is a list of key terms. The way in which the researcher defines and operationalises them within this research is detailed below. Justifications for these key terms are provided throughout Chapter One and Chapter Two.

Coaching: An individualised, sustained interaction in which an expert or skilled practitioner observes, guides, evaluates, and gives feedback to a teacher over a predetermined amount of time to support their improvement in specific areas. For example, pedagogy, subject knowledge, or leadership.

Classroom teacher: Is defined through the certification of qualified teacher status, holds a permanent and active role within a school, and whose teaching timetable equates to more than 50% of their overall responsibility.

Low levels of mental health: Describes persistent ways of thinking, feeling, or reacting that makes coping with work, relationships, and everyday life significantly difficult and emotionally distressing.

Mentoring: A one-to-one relationship which includes a mentor and a mentee in which a more experienced or senior teacher with knowledge of the role supports a less experienced teacher navigate long term goals related to a new role or significant career transition while facilitating professional development.

Peer supervision: A shared and collaborative endeavour in which teachers, with the help of peers with similar levels of experience, respond to the needs of children, to themselves, and to the broader systemic context, thereby improving the quality of their teaching practice, transforming their teacher-student and parent-teacher relationships, and providing a space for ongoing professional development.

Psychological wellbeing: A broad sense of self that enables people to cope with life and work stressors, realise their abilities and potentials, to feel connected and to be active contributors to their community.

Chapter One: Introduction

1.1 Chapter Overview

Firstly, this chapter will outline the author's position in relation to the context and topic of the research. Secondly, the background and relevant key terminology of the teaching profession in the UK, current teacher support tools, and the use of supervision and peer supervision within the education setting is introduced and discussed. Thirdly, the aim and rationale of the thesis is proposed. Finally, the psychological theories and theoretical frameworks that underpin and inform the use of peer supervision by teachers within school settings is discussed.

1.2 Researcher's Position

Initial interest in the topic of supervision in schools arose from the author's differing experience and knowledge of supervision as a trainee educational psychologist with a teaching background compared to other trainees with alternative background experiences, such as assistant psychologist posts and health workers. In the ten years that the author worked in a secondary school as a class teacher, pastoral leader, and mental health lead, he received neither continuous professional development about, nor the opportunity to practice supervision. All formal support was delivered through line management and was linked to subject delivery. Having received input on delivering peer supervision in schools as a part of the Professional Doctorate in Child and Educational Psychology, the author was interested to see how that knowledge and practice of peer supervision was currently being accessed by educators who have high levels of contact time with young people, for example, classroom teachers.

1.3 Background and Context

1.3.1 Teacher Retention and Recruitment

The teaching profession in the United Kingdom (UK) is currently on the edge of a precipice. Although the population of school-aged children is continuing to rise, the recruitment and retention of teachers available to educate these pupils has struggled to maintain pace (Foster et al., 2019; Jerrim et al., 2021). While the Department for Education (DfE, 2023a) published figures stating an *overall* achievement of recruitment targets in 2021/2022, a dissection of the review demonstrates an under-recruitment for secondary level courses and shortage subjects (18% and between 35-89% below targets, respectively). While approximately 12,000 postgraduates began the secondary school *Initial Teacher Training* (ITT) in September 2023, an estimated 26,360 teachers will be needed to provide enough teachers throughout the academic year of 2023-2024 (DfE, 2023a). Furthermore, attrition rates in the profession demonstrate that 14% of newly qualified teachers who trained within the first year and 32.6% of those who trained within 5 years have left the profession (DfE, 2023a). Due to current difficulties in teacher recruitment and retainment, teacher vacancies have increased 45.5% since 2020 and currently are at an all-time high. Worryingly, a recent exploration of teachers' views within the UK have highlighted that 77% of all teachers who responded to the survey (n = 6,600) have considered leaving education completely in the last 12 months (Times Education Supplement [TES], 2024).

One possible reason why the UK is struggling to recruit and retain teachers is due to the pressure of the job (Perryman & Calvert, 2019). Teaching demands long work hours, workload, and work pressure (Kidger et al., 2016; McCarthy et al., 2016; Mitchie & Williams, 2003). Teachers in England spend more time on lesson planning, marking, and administration than teachers in most other countries across the world (Jerrim & Sims, 2019).

Research that has looked at the views of educators suggests that teachers feel they have little control over work pressures and little autonomy in decision making (McCarthy et al., 2016; Mitchie & Williams , 2003). Difficult working relationships, unclear management, low social support and a strict culture of performance monitoring, management, and evaluation are contributing factors to teachers having one of the lowest job satisfaction ratings compared to similar occupational groups in the UK (Ofsted, 2019; Skaalvik & Skaalvik, 2017).

1.3.2 Teacher Training and SEND Support in Schools

Current government data within England suggests that within schools the level of children and young people (CYP) with *special educational needs and disabilities* (SEND) has annually increased since 2016, a trend which is predicted to continue (DfE, 2023b). Currently, 16% of all students within the school setting in the UK have been identified as SEND. Although 4.3% of those students have received an Education, Health, and Care Plan (EHCP) that includes specific guidance for the provision needed to support them within their school setting, only 58.3% of initial requests were successful in receiving a plan and only 49.2% of those plans were issued within the statutory 20 weeks (DfE, 2023c). Therefore, throughout the academic year of 2023-2024 an estimated 1,183,384 CYP with SEND will have experienced school with just the support from the ordinarily available inclusive practice that is facilitated by SENCOs and implemented by teaching and support staff within the classroom (Imich, 2024).

Worryingly, teachers feel a lack of confidence in supporting the increasing levels of SEND identified in their schools (Bukvic, 2014; Doyle & Thomas, 2021). A recent teacher survey conducted by the National Association of Schoolmasters Union of Women Teachers (NASWUT) surveyed 1,185 teachers to gain insight into teachers' perceptions of SEND provision within schools in the UK (2018). Responses indicated that teachers felt unprepared

to support SEND students in mainstream schools and that the ability of schools to provide

appropriate SEND support has decreased (30% and 62% respectively). Furthermore,

continued professional development (CPD) related to SEND and inclusive practice was

perceived as rarely offered (NASWUT, 2018). This supports the data from the Teacher

Development Trust that indicates that teacher CPD equates, on average, to 0.7% of school's

overall budgets (Weston, 2018).

These critiques are also reflected in reviews of the UK's current ITT programmes.

The Carter review of initial teacher training (Carter, 2015) identified concerns that "ITT

inadequately prepares new teachers to access SEND" (p. 10) and that there is "too much

variability across systems" (p. 11). This is echoed within the core content framework (DfE,

2019), where SEN is mentioned twice in the whole document. Once in Standard Five, where

teachers must receive "clear, consistent and effective mentoring in supporting pupils with a

range of additional needs, including the use of the SEND Code of Practice" (DfE, 2019, p.

20). The second time in Standard Seven, which requires teachers to consider how to manage

behaviour effectively by creating a "predictable and secure environment [that] benefits all

pupils but is particularly valuable for pupils with special educational needs" (DfE, 2019, p.

26). Although the challenges faced by ITT providers to offer SEND training alongside other

required standards within a one-year time frame is acknowledged within the literature

(Carter, 2015), there is an urgent need to support teachers' knowledge, confidence, and

competence in delivering SEND inclusive teaching practices (The Centre for Education and

Youth, 2018).

1.4 Teacher Wellbeing and Mental Health

1.4.1 Defining Psychological Wellbeing and Mental Health

Despite their frequent use, the terms mental health and mental wellbeing have several distinct, shared and even ambiguous meanings, which may depend on the psychological approach or therapeutic modality used. For example, mental health can be used positively and synonymously with psychological wellbeing to perceive negative differences, sometimes referred to as 'abnormalities', or euphemistically to refer to facilities imposed on people or used by service users who need help or support (Pilgrim, 2017). Wellbeing has been used to describe a range of states along a continuum, with access to high social capital on one end and the possibility of fulfilment and existential meaning on the other (Pilgrim, 2017). For this reason, it is important to recognise how psychological wellbeing and mental health are operationalized in this study.

Throughout this thesis a combination of the World Health Organization's (2022) and Peterson and Seligman's (2004) definition of psychological wellbeing was used: A broad sense of self that enables people to cope with life and work stressors, realise their abilities and potentials, to feel connected and to be active contributors to their community.

As this study cites research and explores teacher views that discuss how prolonged negative experiences can impact a teacher's emotional health, the need to acknowledge and distinguish this state from an absence of wellbeing was necessary. Low levels of mental health were used throughout this study to communicate the persistent ways of thinking, feeling, or reacting that makes coping with work, relationships, and everyday life significantly difficult and emotionally distressing.

By distinguishing the two terms, *psychological wellbeing,* and *low levels of mental health*, it was possible to communicate how persistent emotional stress can impact

psychological wellbeing and how the congruence between our sense of self and best self can impact our mental health.

1.4.2 The Current Context of Teachers' Psychological Wellbeing and Mental Health

Teachers self-rate psychological wellbeing lower than other social professions of education and are at an increased risk of common mental health problems compared to other occupations (Evans et al., 2022; Health and Safety Executive, 2019).

Unfortunately, reduced psychological wellbeing in teachers can lead to several deleterious work-related outcomes. A decrease in job efficiency, job satisfaction and emotional exhaustion are just a few examples that have been documented (Madigan et al., 2020). In addition, a decline in teachers' perceived psychological wellbeing has been linked to an increased risk of low mental health and emotional distress, which can lead to absenteeism, presenteeism, and burnout among teachers (Allen et al., 2020; Dabrowski, 2020).

Since the COVID-19 pandemic, teachers have reported an increased diversity of responsibilities within their roles which now often includes pastoral care and the monitoring and support of CYP's psychological wellbeing and mental health (Doyle & Thomas, 2021). The burden of these additional duties and responsibilities can negatively impact on some teachers' own mental health and psychological wellbeing. This in turn, can affect their ability to provide effective wellbeing support to others, such as peers and CYP in the classroom (Ekornes, 2017; Mazzer & Rickwood, 2015; Rothi et al., 2008; Walter et al., 2006). Research has shown that this can lead to reduced outcomes in student attainment as well as a decrease in CYP's experience of school and mental health (Harding et al., 2018; Split et al., 2011). The need to tackle the systemic and structural drivers of teachers' low levels of mental health and psychological wellbeing is of paramount importance.

1.5 Mechanisms of Support for School Teachers

Although there are many different mechanisms of support that are implemented within schools across the UK, this section will discuss the contemporary applications of three commonly used support processes, mentoring, coaching, and wellbeing interventions. These interventions and tools of support will be discussed in reference to the way in which they are currently used to support teacher's continued professional development and psychological wellbeing within schools and educational settings.

1.5.1 The Use of Mentoring to Support Teachers

Within this study, *mentoring* is defined as: A one-to-one relationship which includes a mentor and a mentee in which a more experienced or senior teacher with knowledge of the role supports a less experienced teacher navigate long term goals related to a new role or significant career transition while facilitating professional development (Centre for the Use of Research and Evidence in Education [CUREE], 2005; Davies et al., 2020). Within mentoring relationships, teachers develop and learn through formal meetings and informal conversations with their mentors who impart knowledge and skills that can be incorporated into new thinking and practice (Fielden, 2005). The process occurs over a prolonged period, often focusing on long term goals and increasingly self-directed tasks, which if completed, ends the mentoring relationship.

Although mentoring is considered an invaluable relationship in the training of new staff (Langdon, 2017), increased concerns regarding the time and capacity needed to foster the required one-to-one relationships have been raised by ITT providers in the UK. This is due to the low retention rates of experienced staff needed to adopt the mentor roles within schools and the recently increased induction time required within ITT from one year to two years as an early career teacher (Milton et al., 2020; Murtagh et al., 2024). Due to a lack of

funding and additional training (Hilton, 2020), mentor roles tend to be placed within the

additional teaching responsibilities of more experienced senior staff, which can lead to the

process of mentoring being blurred with other line management roles related to appraisal,

performance management, and evaluation (DeCesare et al., 2017). As mentoring is so

synonymous with early teaching and ITT, continued mentoring schemes have been

considered by some teachers as a process of surveillance or competency monitoring, leading

to a culture within the mentoring space that feels proving, rather than improving (O'Grady et

al., 2018).

1.5.2 The Use of Coaching to Support Teachers

Coaching is an increasingly popular mechanism of teacher support within the UK

(Van Nieuwerburgh, 2018). Although there are many different modalities and variations of its

practice, coaching within this study is defined as: an individualised, sustained interaction in

which an expert or skilled practitioner observes, guides, evaluates, and gives feedback to a

teacher over a predetermined amount of time to support their improvement in discrete skills

such as pedagogy, subject knowledge, or leadership (Knight, 2018; Van Nieuwerburgh,

2018). Although a high number of research studies on the topic exists within the recent

literature, their focus tends to be on how coaching teachers improves student attainment

rather than how the process can support teachers' development (Kraft et al., 2018). Although,

reviews, such as Ali et al. (2018), do highlight benefits for teacher learning and teacher

change, it also highlights challenges regarding school capacity to train coaches as well as the

difficulties in scaling up and sustaining coaching programmes in larger school settings.

1.5.3 The Use of Wellbeing Interventions to Support Teachers

Although there is an increased interest in recent years regarding interventions that exclusively support teachers' wellbeing, such as mindfulness practices (Harris et al., 2016; Hwang et al., 2019; Jennings et al., 2019), gratitude interventions (Chan, 2013; Cook et al., 2017), and mental health first aid training (Kidger et al., 2021), research demonstrates mixed results regarding their positive impact and suitability within schools. For instance, all studies demonstrated non-statistically significant differences and small to medium effect sizes in perceived psychological wellbeing or mental health. Furthermore, the studies lacked detailed qualitative data exploring the teachers' experiences and views regarding how those support mechanisms could be implemented and continued within their schools alongside other mechanisms of support needed to facilitate professional development.

Reviews of mechanisms to support teachers recognise the need for interventions that can be multifocal and process-oriented, that can provide continuous support within the cultural complexity and systemic barriers of the school environment, that are time and resource efficient, and that do not rely on the continuous need for external support (Beames et al., 2023; Evans et al., 2022; Iancu et al., 2018).

1.6 Supervision

Supervision is an alternative tool used in a range of health professions to support professional development. In the section below supervision and peer supervision is defined and the relevant literature is introduced.

1.6.1 Defining Supervision

Although supervision is well established in many health-related professions, currently there is no universal definition of supervision. Due to the adaptability and flexibility of how supervision can support different individuals within a range of professions, different

applications of supervision tend to be named after the specific contexts that they are being practiced in, for example, clinical supervision and counselling supervision (Carroll et al., 2020).

Although there are many ways to operationalise supervision, three key aspects are shared across some of the more commonly used definitions that have been formulated by supervision researchers, such as Hawkins and Shohet (2012) and Nancarrow et al. (2014), as well as features found within clinical practice guidelines such as the Health and Care Professions Council standards ([HCPC] 2023) and guidelines for practice within the British Psychological Society (BPS), such as the Guidelines for Practice for Educational Psychologists (Dunsmuir & Leadbetter, 2010) and the Division of Clinical Psychology's Policy on Supervision ([DCP] 2014).

The first aspect centres around an ongoing supervisor-supervisee relationship. This role is often defined through a facilitator role that can offer a high-quality development experience through the facilitation of professional development (Hawkins & Shohet, 2012). This relationship can support professional practice, such as competency in skills and gaps in knowledge and reflection, the space to critically consider what is going well or what can be improved (Carroll et al., 2020; France & Billington, 2020). Although the supervisor-supervisee relationship can include aspects related to a managerial or administrative focus (Nancarrow et al. 2014), it is not a line management or performance management tool, nor should it be used as an assessment or as an appraisal of practice (Carroll, 2020; HCPC, 2023).

Secondly, effective supervision provides a space to attend to psychological wellbeing. Supervision offers a supportive space to practice, discuss, and reflect on concerns or difficulties (Dunsmuir & Leadbetter, 2010; HCPC, 2023). Furthermore, supervision can develop and emphasise self-efficacy, self-awareness, offer a space for affirming positive

practice, and can further an individual's understanding of their strengths and achievements (Wheeler & Richards, 2007). This can provide a protective factor for workplace pressures, such as stress and burnout (Roberts, 2017), as well as increase feelings of confidence and job satisfaction (Dunsmuir & Leadbetter, 2010; Hawkins & Shohet, 2012). Although supervision can have therapeutic outcomes and is often defined through the way in which it sustains a professional within a role, supervision is not counselling, an opportunity to practice counselling, or therapy (Carroll, 2020).

Finally, supervision can offer systemic benefits for the profession (HCPC, 2023; Willis & Baines, 2017). For instance, the development of a professional identity can lead to greater job satisfaction and a more motivated workforce (Morton & Cooper, 2000). Furthermore, increased competencies, improved critical thinking, opportunities for collaborative reflection, and up-to-date knowledge can increase the chances of efficient practice and solution seeking which in turn improves the quality of work for service users, such as CYP (HCPC, 2023; Hawkins & Shohet, 2012).

1.6.2 Peer Supervision

One variation of supervision used within professional practices is *peer supervision*, which describes a form of one-to-one or group supervision that does not require the presence of a more experienced supervisor (Kehoe et al., 2019). Instead, peer supervision relies on a non-hierarchical interaction to mutually support reflection, knowledge relating to professional development, and sustaining their roles (Borders, 2012; McKenney et al., 2019). Like supervision, there are many different definitions and modalities of peer supervision. Within this study peer supervision is defined through an adaptation and combination of Hawkins and Shohet's, Roberts', and Borders' definitions (2012; 2017; 2012). Please see below:

Peer supervision: A shared and collaborative endeavour in which teachers, with the help of peers with similar levels of experience, respond to the needs of children, to themselves, and to the broader systemic context, thereby improving the quality of their teaching practice, transforming their teacher-student and parent-teacher relationships, and providing a space for ongoing professional development.

Although peer supervision has been criticised for the way group dynamics can introduce dominant or unhelpful voices and can reduce the talk time available per member of the group (Borders et al., 2012; Lockett, 2001), the peer supervision literature across several health professions suggest that these limitations can be mitigated by the implementation of structured peer supervision models (McKenney et al., 2019; Kehoe et al., 2019). Furthermore, the benefits related to rapport building, reducing the 'over influence' of a supervisor, and opportunities for accessing multiple perspectives is recognised as a time efficient and effective tool for support and professional development (Kadushin & Harkness, 2002; Kehoe et al., 2019; Lietz, 2008; McKenney et al., 2019; Mills & Swift, 2015).

Figure 1 below has been constructed from the research above and demonstrates the comparative similarities and differences of mentoring, coaching, supervision, and peer supervision.

Figure 1

A Venn Diagram to Show the Comparative Similarities and Differences of Mentoring, Coaching, Supervision, and Peer Supervision (Own Work).
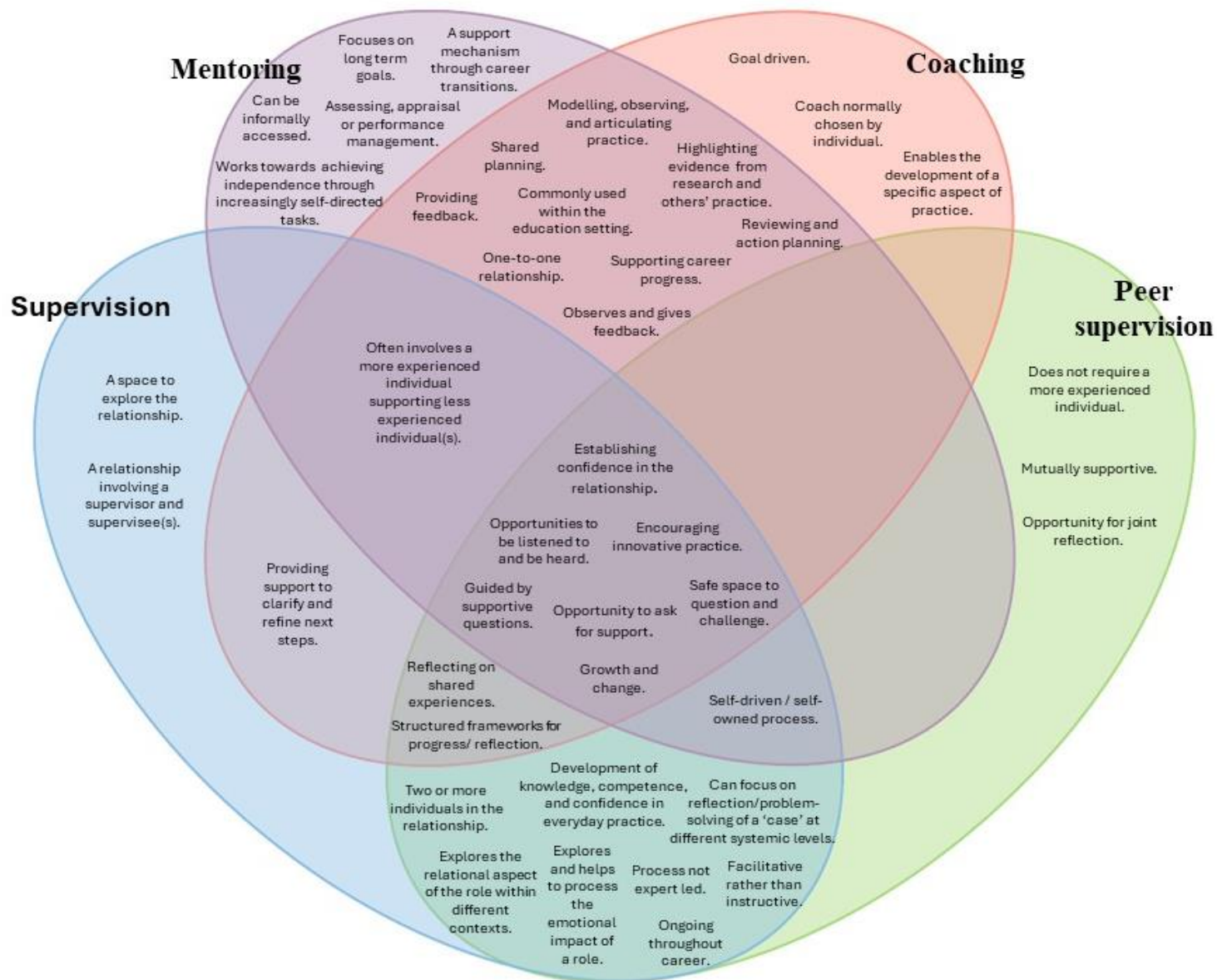
1.6.3 Models of Supervision

Various models have been adapted to provide a framework and overview to enable trainees, educators, and practitioners to facilitate professional growth, and model the application of theory to their practice. Traditionally, supervision models have been divided into three distinct categories: therapeutic, developmental and process-oriented models.

While therapeutic models such as the client-centred model of supervision (Rice, 1980) and the psychodynamic model of supervision (Frawley-O'Dea & Sarnat, 2001), apply the psychotherapeutic modalities in which the supervisee practices, developmental models such as the Integrative Developmental Model ([IDM] Stoltenberg & McNeil, 2010) focus on the supervisee's ongoing professional growth and adapt to the changing needs of the supervisee as they move through different developmental stages of experience, from novice to expert. Process models such as the Seven-Eyed Model of supervision (Hawkins & Shohet, 2006), the CLEAR Model (Hawkins & Smith, 2013), and the Cyclical Model of Supervision (McLaughlin et al., 2019) focus on the functions and roles of the supervisee.

Although developmental models such as the IDM were developed specifically for supervision, they have been criticised for their lack of flexibility in relation to the specific needs of the supervisee, especially when the models are followed too rigidly (Hawkins & McMahon, 2020). Supervision models applied from within therapeutic practice risk confusing the capacities of supervision with those of therapy and are not broad enough to cover the range of practices that practitioners need to engage with (Simon et al., 2014).

Over the last decade, interest in the professional practice of supervision has increased, and with it a fourth type of model has emerged, which Bernard and Goodyear refer to as second-generation models (2019). These models adapt and integrate ideas and principles from therapeutic, developmental, and process models and often draw on more than one

psychological theory or technique (Hawkins & McMahon, 2020). Examples include the

Synergistic Model of Multicultural Supervision ([SMMS] Ober et al. 2009) and the

Relational Model of Supervision for Applied Psychology Practice ([RMSAPP] Kennedy et

al., 2018). Both examples are based on the intersection of three important concepts that

provide guidelines for the process and content of supervision sessions. For example, the

SMMS is based on Bloom's taxonomy of educational objectives, the heuristic model of non-

oppressive interpersonal development, and multicultural counselling competencies (Ancis &

Ladany, 2001; Bloom et al., 1956; Sue et al., 1992), whereas the RMSAPP favours

theoretical foundations such as wider system and systemic, psychodynamic, and attachment

approaches.

Although there has been considerable development in the area of frameworks that

supervisors/supervisees can apply in their practice, there has been very little research

validating the effectiveness of the models and exploring the relevance and appropriateness of

supervision models in different contexts, such as education (Hawkins & McMahon, 2020).

1.6.4 The Use of Peer Supervision Within an Educational Setting

Although peer supervision would appear to be relevant in supporting teaching and

learning, it has not widely been explored within the educational environment (Lawrence,

2020; McKenney et al., 2019). While research demonstrates positive impacts of educational

psychologist facilitated supervision with SENCOs, emotional literacy support staff, and

senior leaders in supporting knowledge acquisition, guidance to support behavioural changes,

and to facilitate feelings of ease within emotionally charged roles, very little research focuses

on classroom teachers (Atkin, 2019; Bennett & Monsen, 2011; Boyle et al., 2012; Osborne &

Burton, 2020; Roberts, 2017). Although guidance for the use of supervision to support

pedagogy and teacher wellbeing has been recommended in papers such as Jackson (2008)

and Appleby et al. (2006), little research has been conducted to explore the effectiveness of peer supervision from the perspective of teachers' views and experiences.

1.7 Rationale of Study

As discussed, teacher attrition has been linked to higher levels of stress, burnout, and mental-health issues. Supervision and peer-supervision models have been widely adopted in health care, fields of psychology, and clinical settings. Furthermore, peer supervision has been widely reported to be beneficial for efficiently reflecting, supporting the emotional effect of work, and sustaining staff in supporting roles. Although some leadership roles and emotional support staff receive supervision in schools, support structures for teachers tend to be hierarchical, observation-based or related to performance. A significant research gap exists in relation to how teachers perceive supervision.

Therefore, the purpose of this study is to explore schoolteachers' views on their current understanding of what peer supervision is and how it is used within schools across the UK. Furthermore, to highlight positive experiences of peer supervision and to give insight into how it can provide a space to help teachers support and sustain their psychological wellbeing.

1.8 Theoretical Underpinnings of Peer Supervision

Below is a brief introduction of the key psychological approaches, theories, and frameworks that underpin the use of peer supervision among learning professionals, such as teachers.

1.8.1 Containment

An important theoretical underpinning to peer supervision, comes from psychoanalytical theories such as Wilfred Bion's concept of *container-contained* (1962).

Containment is a model of how thought and meaning emerge or do not emerge within an interaction (Brown, 2013). Within a therapeutic space, containment describes the way in which a client's externalised pain or discomfort is received by the therapist's thoughtful presence. This space and interaction allow for uncertainty to be tolerated as well as thought and meaning to develop in a safe space (Bartle & Eloquin, 2021).

Within peer supervision, several relationships will exist. Developing a space within a school where a group of adults can be vulnerable or can share a negative event in a controlled and safe environment could increase an individual's capacity to manage difficult experiences and facilitate meaning and sense-making (Ellis, 2021). The presence or absence of containment may contribute to the way teachers value peer supervision.

1.8.2 Solution-Orientated Practice

Another important framework that underpins peer supervision originates from the therapeutic practices of solution-focused brief therapy, solution-orientated therapy, and narrative therapy (de Shazer & Molnar, 1984; O'Hanlon & Weiner-Davis, 2003; White & Epston, 1990). *Solution-orientated practice* follows the key principles that: through the exploration of available resources; listening for possibilities and exceptions to problems; and emphasising an individual's strengths and resilience can lead to positive change (Harker et al., 2017). Although solution-orientated practices offer opportunities to have a problem narrative acknowledged and validated (Rees, 2017), a key focus of the solution-orientated framework of practice is to reframe conversations towards 'what works' specifically for the problem owner in a particular context or situation and through working together, what small next steps can be achieved to arrive at a shared understanding of a preferred future without the problem (Rees, 2017). This is something that complements the case-based reflection, problem solving, and professional development of peer supervision.

1.8.3 Positive Psychology and PERMA

Many of the theoretical underpinnings and frameworks of *positive psychology* are pertinent to the key purpose of peer supervision in fostering relationships to reflect, improve, and explore the emotional impact of clinical practice (Roberts, 2017).

Seligman and Csikszentmihalyi describes positive psychology as the "science of positive, subjective experience, positive individual traits, and positive institutions [aimed at] improving quality of life and to prevent the pathologies that arise when life is barren or meaningless" (2000, p. 5). A key framework within positive psychology is Seligman's (2011) PERMA framework (positive emotions, engagement, relationships, meaning, and accomplishments). PERMA offers a defined a measurable set of individual criteria that can explore wellbeing in the workplace (Donaldson et al., 2021; Seligman, 2018). Over the last 20 years PERMA has accumulated a plethora of robust research exploring the benefits that hope, strengths, and meaning can have on building resources, coping with work stressors, developing confidence in skills, improving connection, and ultimately, an individual's sense of psychological wellbeing within the workplace (Donaldson et al., 2019). These benefits map closely to the purpose of peer supervision and are relevant to this study.

1.8.4 Johari's Window: A Self-Awareness and Interpersonal Awareness Framework

Self-awareness can be defined as the self-exploration of our own feelings, beliefs, attitudes, and thinking (Morin, 2011). Self-awareness is a continuous process that can allow an individual to reflect on: different perspectives; what is known and not known; as well as how that knowledge can influence the self and others in different ways (Silvia & Duval, 2001).

High levels of self-awareness have been associated with personal and professional growth; self-confidence; the management of work-related stressors; and the improvement of work-related performance (Showry & Manasa, 2014; Sutton, 2016; Sutton et al., 2015).

Frameworks such as the Johari's Window (Luft, 1961) provide a visual model that can help guide individuals and groups within a supervision space to reflect on their self-awareness and interpersonal awareness in relation to what is known to us, what is not known to us, what is known to others, and what is not known to others. Therefore, it provides an opportunity to reflect on what is open, blind, hidden, and unknown in a shared space (Oliver & Duncan, 2019; Rutter, 2007). The Johari's window is a useful framework for facilitating the key principles of supervision through questioning and reflection within the supervision space and mirrors the key principles of peer supervision which relate to developing knowledge, exploring the relational aspects of the role, developing confidence, and competence in practice and problem solving (Halpern, 2009).

1.9 Summary of Chapter

In summary, this chapter outlined the author's position in relation to the context and topic of the research and introduced the background and relevant key terminology of the teaching profession in the UK regarding current teacher support tools, and the use of supervision and peer supervision within the education setting. The aim and rationale of the thesis was presented. Finally, the psychological theories and frameworks that underpin and inform the use of peer supervision by teachers within school settings was discussed.

In the following chapter a systematic review of the relevant literature regarding the extent and nature in which peer supervision is used by teachers within schools will be presented. Relevant studies will be identified and synthesised to discuss how the current literature has explored teachers' attitudes, values, and preferences towards the use of peer supervision

within schools. The quality and implications of this literature will be critically discussed to

inform the focus of the present research.

Chapter Two: Literature Review

2.1 Chapter Overview

Chapter Two presents a systematic review of the relevant literature regarding the extent and nature in which peer supervision is used by teachers within schools. This chapter first presents a scoping review to explore the amount, quality, and focus of the relevant literature. Secondly, a rapid evidence assessment of the best available literature is presented. Relevant studies are identified and synthesised to discuss how the current literature has explored teachers' attitudes, values, and preferences towards the use of peer supervision within schools. Finally, the quality and implications of this research is critically discussed to inform the focus of the present research.

2.2 Scoping and Mapping Review

A scoping review was conducted to gain initial insight into the extent and nature in which peer supervision is used by teachers within schools. The scoping review helped identify and map what was already known within the context of the research area (Booth et al., 2020). Furthermore, the scoping review highlighted research gaps and where further knowledge was needed (Tricco et al., 2016). The scoping review was useful for

conceptualising definitions and refining the objectives, eligibility criteria, and search terms for the systematic review that followed (Kastner et al., 2016).

2.2.1 Literature Search Question and Search Processes

The SPIDER (sample, phenomenon of Interest-Design, Evaluation, and Research type) tool was used to formulate the literature search question due to its appropriateness for both mixed methods research and initial scoping reviews (Cooke et al., 2013). The scoping question focused on 'What are teachers' perceptions and experiences of peer supervision.'

Please see Appendix A for more detail regarding the way in which the scoping literature search question was constructed.

Due to the way in which other health professions and practitioners define peer supervision in a number of ways (please see Chapter 1.6.2), the operationalisation of peer supervision within the research strategy of the scoping review was left broad to allow for a more general view of the research and to gain a preliminary insight into: how education literature defines and names peer supervision; teacher perceptions in the way they value and understand peer supervision; as well as teacher experiences of peer supervision's benefits and limitations within the school environment. Inclusion and exclusion criteria were applied to the search to refine the results. Please see Appendix A for the search strategy, eligibility criteria, and data extraction processes.

2.2.2 Scoping Review Findings

Among the excluded papers, very few peer-reviewed studies identified a focus on supervision within a school setting. Identified papers within a school setting tended to explore the experiences of school psychologists and support staff, rather than teachers. Those papers that did focus on teachers tended to emphasise their role in mentoring students rather than other teachers. The scoping review did not identify any previously conducted systematic reviews that focused on how peer supervision is used within schools in the UK.

Eleven studies were identified in the scoping review (Aghast & Mehrpour, 2021; Ceballos, 2020; De Nazare-Coimbra et al., 2020; Ellis & Wolfe, 2019; Gardner et al., 2022; Geeraerts et al., 2015; Ghavifer et al., 2019; Glickman & Burns, 2021; Khun-Inkeeree et al., 2019; Ngwenya, 2020; Younghusband & Koehn, 2022). Please see Appendix A for individual summaries of the studies and details regarding the analysis of the literature. Please

see Table 1 below for a brief summary of the scoping literature review findings and identified

research gaps that informed the follow-up systematic review.

Table 1

A Brief Summary of Key Factors and Research Gaps Identified in Scoping Review.

Key factors identified in the scoping literature	Research gaps that will inform a systematic review
Most of the identified studies focused on supervision as mentoring, guiding teachers through transitions such as early careers, or as a tool to improve student performance and exam results.	The role of supervision as a teacher support process, reflective space, or developmental tool for teachers.
Peer supervision tended to be evaluated through a teachers' academic performance which was measured through exam results, student surveys, or formal observations. Very few studies used qualitative methods to explore teacher views of peer supervision.	Teacher views of peer supervision through a range of qualitative research methods.
Very few studies were conducted in the UK's educational system. The guidelines, standards, and policies in which teachers followed, varied and were largely unknown.	Peer supervision within UK schools.
Literature documented conflicting views regarding the positive and negative experiences of peer supervision.	A literature review that explores contrasting perceptions and experiences of peer supervision further.
The definition of peer supervision varied within the identified literature. The term 'peer' was often used as a synonym for group. Supervision was often interchanged with coaching, mentoring and performance management reviews. Supervision tended to be facilitated by headteachers, experienced teachers, or external professionals.	A literature search that explores the way in which teachers define, perceive, and understand peer supervision.

The key factors and research gaps identified in Table 1 justify the need for an additional systematic exploration of peer-reviewed research to help gather a richer, more in-depth view of teachers' experiences of peer supervision within schools in the UK.

2.3 Systematic Literature Review

2.3.1 Rapid Evidence Assessment

A rapid evidence assessment (REA) was conducted to help identify and examine the range and nature of research that currently exists within the topic of peer supervision and its use by teachers within school contexts. REA was chosen due to its suitability in clarifying concepts, identifying the breadth of evidence related to a topic area, and its ability to explore the extent to which the topic has been previously addressed already within the research base (Booth et al., 2022). Like systematic reviews, REAs involve a comprehensive summary of the best available evidence, with the intention to guide future research (Booth et al., 2022). REAs include a rigorous procedure to appraising and synthesising evidence from selected literature and adopts review guidelines, inclusion/exclusion criteria, and critical appraisal checklists to help evaluate the quality of the identified literature and reduce bias in the selection process (Haby et al., 2016). However, unlike systematic reviews, certain steps are either simplified or removed to provide research findings in a more accessible way for certain audiences (Booth et al., 2022). As this review focuses on the synthesis of educational literature, it is important that the findings are not only accessible to researchers and educational psychologists but also to the teachers and school staff who might use the research to influence whole school policies (Harker & Kleijnen, 2012).

The approach used for the REA below was adapted from the Preferred Reporting Items for Systematic Reviews and Meta-Analyses Guidelines ([PRISMA] Page et al., 2021) and included a:

1) Scoping and mapping phase to help identify the objectives for the REA (see above).

2) Search strategy that included details regarding the information sources, databases, and full search strategies used.

3) Summary of eligibility criteria to help identify how the studies were grouped for the synthesis.

4) Selection process that described the procedure for the screening and data extraction from the research paper.

5) Review of identified papers to provide an executive summary of research findings.

6) Critical synthesis of identified papers to pull out commonalities, differences, and limitations.

7) Reporting bias phase to critically reflect on methodological limitations and risk of bias within the research.

2.3.2 Literature Review Question

To reduce the chances of identification bias and to increase the focus of the search (Booth et al., 2022), a literature search question was formulated using the SPIDER framework and was informed from the conceptual and methodological gaps identified in the scoping review. The review question focused on 'What are teachers' perceptions and experiences of peer supervision within schools in the UK.' Please see Appendix B for more detail regarding the development of the literature search question.

2.3.3 Eligibility Criteria

The inclusion and exclusion criteria were revised following the scoping review. Additional inclusion and exclusion criteria were added in response to the high level of variability in the way peer supervision was named and conceptualised within the scoping literature. It was important to include eligibility criteria that was concise enough to increase replicability but was open enough to encourage inclusivity. To help with this, studies were screened using the peer supervision definition outlined in Chapter 1.6.2. Please see below:

A shared and collaborative endeavour in which teachers, with the help of peers with similar levels of experience, respond to the needs of children, to themselves as part of their peer network, and to the broader systemic context, thereby improving the quality of their teaching practice, transforming their teacher-student and parent-teacher relationships, and providing a space for ongoing professional development.

Studies were considered that included support processes that were collaborative, non-hierarchical, and focused on improving practice, relationships, wellbeing or the profession more broadly outside of performance management. Although this significantly limited the search, due to the ambiguity and overlap of the definition of peer supervision with other support tools such as mentoring, coaching and appraisal, and the overlap of the terms peer, peer group and group, it was important to conduct a precise search to gain a clear understanding of the current research base. Please see Table 2 below.

Table 2

Inclusion and Exclusion Criteria for the Systematic Literature Review

Inclusion	Exclusion
-Peer reviewed research	-Non-peer reviewed research
-Studies that include primary research and systematic reviews.	-Opinion pieces, grey literature, and research that is not evidence-based.
-Published between 2013-2023	-Non-recent research e.g., published before 2013.
-Written in the English language.	-Papers not written in the English language.
- Support tools or mechanisms that can be conceptualised as peer supervision.	- Support tools or mechanisms that cannot be conceptualised as peer supervision.
-Classroom teachers must have a scheduled teaching timetable that makes up over 50 per cent of their timetable.	- School staff come from a leadership team or pastoral demographic that makes up more than 50 per cent of their timetable.
-Classroom teachers must have taught for the last two years without gaps in service.	-Teachers that do not have a scheduled teaching timetable e.g., supply teachers and cover teachers. -Teachers who have had gaps in their teaching practice during the last two years.

2.3.4 Search Strategy

The research strategy was refined to databases that focused on education research and health care professionals that worked within schools. The following databases were included:

- APA Psychinfo, psychological literature

- Education resource information Center (ERIC), education literature

- EBSCO Teacher Reference Center, education literature

- EBSCO Education Research Complete, education literature

- EBSCO British Education Index

An initial search of these databases was made on EBSCOhost on the 20th of November 2023. This was repeated and updated on the 28th of March 2024. To increase the chances of an 'on-target' search, a systematic screening was performed using Boolean operators developed from keywords identified in the scoping and mapping phase. The search terms focused on the population of teachers using the operators [teach*] OR [educator*] OR [school staff*], the provision of support using the operators [coach*] OR [triad*] OR [supervis*] OR [instructional*] OR [check#in*] OR [support*] OR [reflect*], and the group dynamics of that support using the operators [peer*] OR [group*] OR [mentor*] OR [buddy*] OR [buddies*]. This resulted in n = 509 studies.

2.3.5 Data Extraction

Database restrictions were applied using filters on the EBSCOhost search engine to remove studies that were not written in English, were published before the year 2013, or were grey literature. The remaining studies were entered into Mendeley, a reference management software (Elsevier, 2020) to remove duplicates. This resulted in n =154 studies.

The abstracts of the remaining 154 studies were screened with inclusion criteria for relevance to the research topic. Studies that did not meet the inclusion criteria were removed

from the search. Any abstracts that raised ambiguity to whether they met the inclusion criteria

at the initial screening phase were included to read in full. Thirty-four studies remained. The

remaining studies were retrieved from EBSCOhost and interlibrary loans and read in full.

Twenty-nine studies that did not meet the inclusion criteria were removed. The final search

produced 5 studies. Please see Figure 2 for a flow chart, adapted from the PRISMA

guidelines (2015).

Figure 2

A Flow Chart for the Selection Process for the Systematic Literature Review
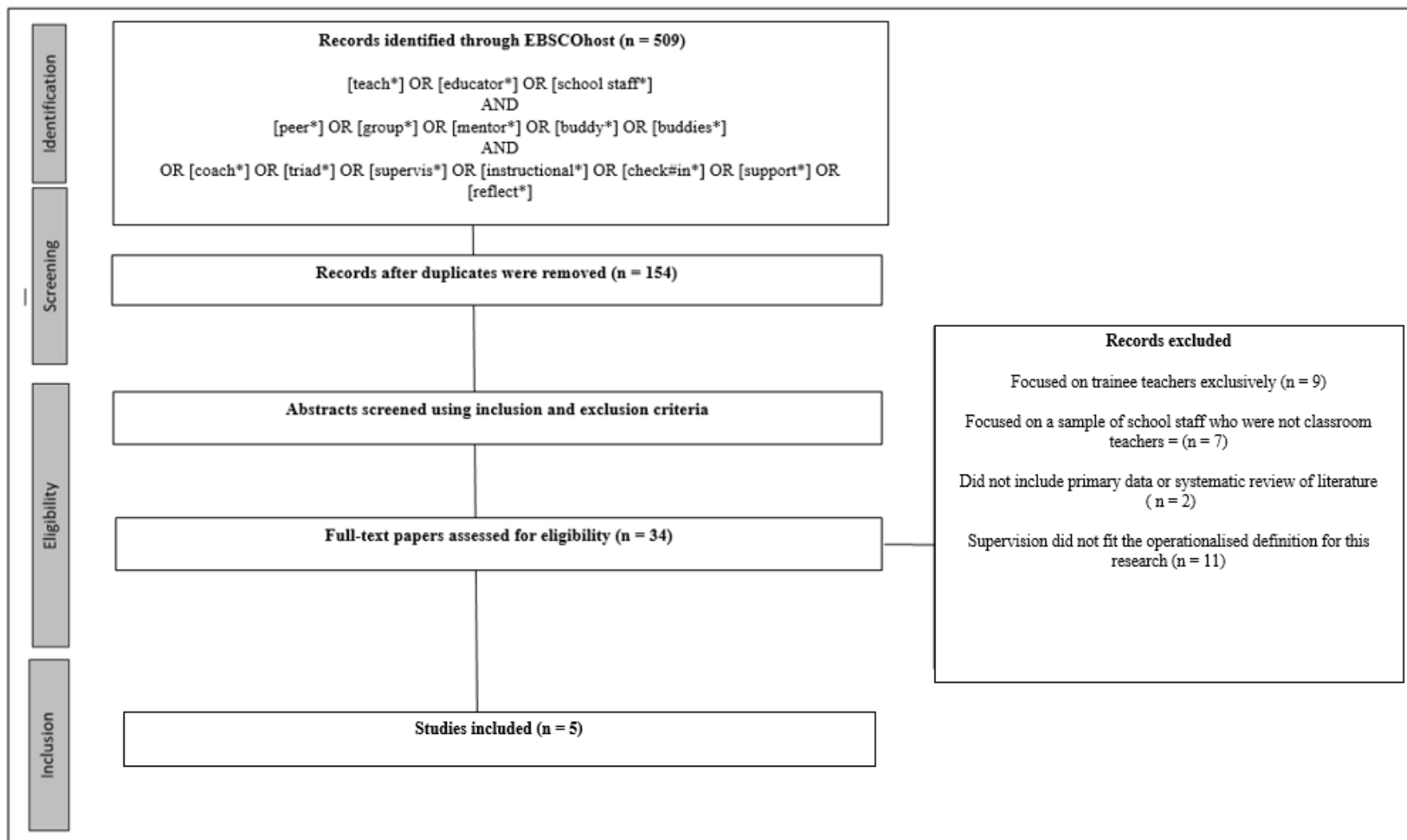
2.3.6 Identified Studies.

Below is a summary of the rationale, methodology, and findings of the five individual studies identified in the REA literature review.

2.3.6.1 Study One: The Perceived Benefits and Difficulties in Introducing and Maintaining Supervision Groups in a SEMH Special School (Willis & Baines, 2017).

Willis & Baines (2017) explored the teacher experiences regarding the benefits and challenges of using supervision groups within a social, emotional, and mental health special school in the United Kingdom. Seventeen teachers were recruited through a voluntary sampling technique. The group consisted of 6 qualified teachers and 10 non-teaching staff, classroom teachers (n = 3), teachers with additional responsibilities (n = 3), and teaching assistants (n = 10). Using an adapted version of Jackson's (2008) guidelines, peer supervision was received once a fortnight in groups of five or six. Qualitative data related to the experience of supervision groups was collected through one-to-one semi-structured interviews. Data was analysed using Braun and Clarke's (2006) approach to thematic analysis. Four themes were identified. Findings demonstrated that attending peer supervision provided participants with the opportunity to foster a supportive environment, offload stress, validate difficult experiences, and to offer emotional support to support stress and anxiety. Participants highlighted the importance of an independent facilitator within the group environment, effective contracting at the beginning and throughout the experience, and a transparent evaluation process to ensure all members of the group were given a voice and to maintain the usefulness of the experience.

2.3.6.2 Study Two: Supporting Teachers' Wellbeing in the Context of Schools for Children with Social, Emotional, and Behavioural Difficulties (Rae et al., 2017).

Rae et al. (2017) adopted a qualitative research paradigm to explore the extent in which teachers within a social, emotional, and behavioural special school understood and experienced supervision and peer supervision. One-to-one semi-structured interviews were conducted on a small sample of classroom teachers (n = 8). Content analysis was used to quantify codes and form six themes, four of which were relevant to the focus of this study. The first theme described the 'stressful aspects of working in a specialist provision' and explored how supervision and peer supervision could support the challenges and stress experienced from the student's behaviour, lack of staff support, and external evaluations of the school, such as Ofsted. The second theme focused on 'existing support mechanisms' and identified a range of available support within the school that allowed time for reflection, evaluation, off-loading, and problem solving with other members of staff. This support was not explicitly referred to as peer supervision. The third theme, 'understandings of supervision' demonstrated a limited recognition and understanding of the term supervision within the school setting. The last theme focused on 'staff development of emotional literacy skills' and discussed the importance of emotional distancing, gaining objective views, and teacher access to a nurturing context in which to rationalise and reflect.

2.3.6.3 Study Three: Facilitating Work Discussion Groups with Staff in Complex Educational Provisions (Ellis & Wolfe, 2019).

Ellis and Wolfe (2019) conducted action research to explore teachers' experiences of Work Discussion Groups facilitated by an educational psychologist. A Work Discussion Group was implemented in three different complex-settings within the UK (one SEND school and two alternative provisions). Participants meet once a week and followed an adapted

model of Work Discussion Groups based upon the works of Jackson (2008). Data was collected from post-supervision evaluation forms and was analysed using thematic analysis (Braun and Clarke, 2006). Four themes were identified during analysis. The first theme was labelled 'group readiness' and discussed the difficulties and barriers faced by teachers in initially following the model. The second theme was labelled 'being heard' and discussed the importance of being listened to within the school and how the model could be adapted to lead to systemic change outside of the confidential space. The third theme was 'physical space' and discussed the difficulties in finding 'safe places' within the school to have contained conversations that senior leaders, other staff members, and students could not access or disrupt. Finally, the fourth theme was 'staff wellbeing' and discussed the value of the peer supervision space in addressing everyday stressors of the school environment.

2.3.6.4 Study Four: Effectively Supporting Teachers: A Peer Supervision Model Using Reflective Circles (Gardner et al., 2022).

Gardner et al. (2022) explored the benefits of implementing reflective circle peer supervision within three schools situated in high poverty areas in Australia. The author adopted a qualitative paradigm to explore the experiences and perceptions of peer supervision. All three schools adopted a modified version of Gardner's (2014) model of critical reflection. Teachers then had the opportunity to volunteer to take part in one-to-one semi-structured interviews (n = 12). The author adopted Rice and Izzy's approach to thematic analysis (1999) to analyse the data. Four themes were identified, 'Restoring and supportive: Generating mutual support', 'Enabling: Seeing different perspectives and so questioning your own', 'Empowering: identifying and questioning values and beliefs in the context of the bigger picture' and 'Sense of agency: Recognising that change is possible'. The themes affirm the value of the reflective circles within the school setting, emphasising the positive

effects related to mutual support, awareness of different perspectives, discussion of alternative strategies as well as building confidence and capacity for change.

2.3.6.5 Study Five: Peer Group Mentoring as a Tool for Teacher Development (Geeraerts et al., 2015).

Geeraerts et al. (2015) explored the teachers' experiences and perceptions of a new model of peer supervision for professional development within the Finnish educational system. This study focused on the use of peer-group mentoring, a form of peer supervision that involves voluntary groups of 5-10 teachers of different experience levels sharing narrative descriptions of their practice. The authors used quantitative methods to collect scaled data regarding teacher experiences using an online survey (n = 116). The results demonstrated that teachers saw peer-group mentoring as an effective tool for professional development in building skills and knowledge; strengthening professional identity and self-confidence; as well as developing a collaborative work culture.

2.4 Critical Review of the Literature

2.4.1 Methodological Strengths and Limitations of the Identified Research

The quality of the methodological approaches used in the studies were appraised to assess for risk of bias. Assessing for risk of bias is an important step in identifying and evaluating the quality of research within a systematic literature review. The process helps reflect on how methodological limitations can impact the interpretation and synthesis of evidence (Booth et al., 2022). The Critical Appraisal Skills Programme checklist tools ([CASP] 2018) were used to explore the methodological strengths and limitations in the qualitative studies. CASP was chosen due to its: common use within the health and education field; ease of use for novice researchers, and reputation in measuring transparency of practice (Long et al., 2020; Zelalem, 2021). The Joanna Briggs Institute Checklist tool ([JBI] 2020)

was used to appraise the quality of quantitative research. The JBI was chosen due to its appropriateness for the research methodologies; high level of sensitivity; and its emphasis on congruity (Hannes et al., 2010; Tod et al., 2022). The appraisal tools were adapted to allow the results to be presented in a table to aid in comparative analysis (See Appendix C). In line with Booth et al.'s checklist of good practice (2022), no overall quality scores were calculated. All five studies demonstrated clear research aims and transparency in the choice of research design, participant recruitment, and data collection.

Because the relationship between researcher and participants can affect the nature and quality of research findings, it is important to consider the transparency of the role of the researcher and the population being studied when assessing the quality of the research. All five studies acknowledged their roles. Many of the studies included independent researchers from education and psychology departments of universities (Ellis & Wolfe, 2019; Gardner et al., 2022; Geeraerts et al., 2015; Willis & Baines, 2017), some studies included research from active educational psychologists and senior psychologists (Ellis & Wolfe, 2019; Rae et al. 2017), wellbeing consultants (Rae et al., 2017), and head teachers (Willis & Baines, 2017). Many studies communicated a high level of reflexivity on the way the researcher could impact the research findings. For instance, Willis and Baines (2017) recognised the dual relationship and bias that would have occurred if the researcher/headteacher conducted the semi-structured interviews in their own school, Ellis and Wolfe (2019) recognised the effect of a researcher/psychologist observing the peer supervision sessions, and Rae et al. (2017) recognised the possibility of self-report bias in self-selecting their sample. However, Gardner et al. (2022) and Geeraerts et al. (2015) relationship with the participants and setting was less clear. Both studies did not reflect on the positive or negative impact that their role may or may not have had on the data collected.

All five of the identified studies focused on the population of classroom teachers. However, some studies also included head teachers (Gardner et al., 2022; Willis & Baines, 2017), teachers of vocational subjects outside of mainstream education (Geeraerts et al., 2015), and higher-level teaching assistants (Ellis & Wolfe, 2019). As these studies separated the groups of non-teachers and senior leaders from classroom teachers and predominantly focused on the views of classroom teachers, the eligibility criteria were still met. However, apart from Geeraerts et al. (2015), the excerpts and voices included in the analysis within these studies do not distinguish which contributions are the voice of teachers or non-teaching staff.

Two out of the five studies were conducted outside of the UK, Gardner et al. (2022) within Australia and Geeraerts et al., (2015) within Finland. The literature search demonstrates that there are very few studies that focus predominantly on classroom teachers' experience of peer supervision within the UK.

Although there were some similarities in the context and settings which were explored within the identified studies, there were some variations. For instance, one study focused on a national sample (Geeraerts et al., 2015), one used a case study school (Willis & Baines, 2017), and three studies included samples from at least two schools (Ellis & Wolfe, 2019; Gardner et al., 2022; Rae et al., 2017). Furthermore, the majority of studies focused on specialist school settings, such as special schools and alternative provisions, that supported students with special educational needs and disabilities, such as social emotional behavioural difficulties, neurodiversity, and neurological or sensory difficulties. The exceptions being Gardner et al. (2022), that also included a mainstream school and Geeraerts et al. (2015) in which the details of the schools in which the large sample was obtained was not described. There is a research gap for the exploration of classroom teachers experiences of peer

supervision within a range of school settings that include mainstream schools and the

ordinarily available inclusive practice of SEND students within the UK.

Although one study focused on the general experiences of peer supervision using

quantitative methods (Geeraerts et al., 2015), the majority of studies utilised qualitative

methods, such as content analysis (Rae et al., 2017), thematic analysis (Gardner et al., 2022;

Willis & Baines, 2017), and action research that integrates reflective cycles and a thematic

analysis (Ellis & Wolfe, 2019). Qualitative methods highlighted the voices of teachers' and

the contextual complexities of experiencing peer supervision within schools. However, the

small sample sizes of 4-12 (Ellis & Wolfe, 2019; Gardner et al., 2022; Rae et al., 2017; Willis

& Baines, 2017) and the absence of idiographic approaches within the UK literature

highlights a research gap exploring the breadth and general perceptions of peer supervision

faced by teachers in the UK in other school settings.

2.4.2 Critical Analysis of the Findings of the Identified Literature

To further the critical analysis of the identified research, the studies were qualitatively

examined. This allowed for similarities, contrasting results, and gaps in the findings to be

systematically and robustly analysed.

The identified literature was analysed using the principles of thematic synthesis as

described within the Cochraine-Campbell Handbook for Qualitative Evidence Synthesis

(Noyes et al., 2023). The findings of the study were coded line-by-line. Codes were then

grouped, mapped, and labelled to form descriptive themes (Please see Appendix D). Themes

were then summarised.

Four descriptive themes were identified: 'Conceptualising peer supervision',

'consequences and outcomes', 'implementation and structure', and 'barriers and limitations'.

Please see Table 3 below.

Table 3

Themes Table for Critical Synthesis of Best Available Literature

Codes	Descriptive themes
Defining peer	Theme one: 'Conceptualising peer supervision'
Defining supervision	
Naming supervision	
Emotional support	Theme two: 'Benefits and outcomes'
Comradery and team cohesion	
Sharing knowledge	
Reflection	
Solutions	
Frequency and duration	Theme three: 'Implementation and structure'
Management roles / facilitation	
Group size	
Membership	
Ground rules and contracting	
Evaluation and flexibility	
Previous experiences of supervision	Theme four: 'Barriers and limitations'
Fear of judgement	
Lack of change	
Organisational and logistical issues	

2.4.4.1 Theme One: Conceptualising Peer Supervision.

Theme one addresses the way in which the researchers and teachers within their studies conceptualised peer supervision.

Throughout the identified papers, researchers operationalised peer supervision in different ways. Although there were some key similarities in the way supervision was defined, for example, through the process of critical reflection on current practice, engaging with the emotional effect of work, making sense of situations, and orientating teachers towards solutions and problem-solving, researchers used different names for peer supervision within their research. Studies used terms such as peer orientated supervision (Rae et al., 2017), work discussion groups (Ellis & Wolfe, 2019), peer-orientated mentoring (Geeraerts et al., 2015), supervision groups (Willis & Baines, 2017), and peer supervision (Gardner et al., 2022). Furthermore, the supervision approaches that were adopted were often underpinned by different models of supervision, such as Work Discussion Groups (Ellis & Wolfe, 2019; Willis & Baines, 2017) and Reflective Circles (Gardner et al., 2022). These variations are pertinent to the way in which teacher perceptions and experiences of supervision can be compared, as some experiences placed more emphasis on the recognition of power and the emotional dynamics that enable effective teaching (Ellis & Wolfe, 2019), while some studies focused on the process of support, for example, sharing issues and successes (Gardner et al. 2022; Geeraerts et al., 2015; Rae et al., 2017).

Very few studies detailed how the definition and process of supervision was communicated to teachers within the studies. Studies that did explored teacher understanding of what constitutes supervision documented confusion regarding its definition or difficulties following its format (Ellis & Wolfe, 2019; Rae et al., 2017). For instance, most teachers had not experienced supervision before and struggled to understand the way supervision differed

from monitoring. Teachers often used the term supervision interchangeably with training, consultation, and counselling (Rae et al., 2017).

Although all studies explored how teachers can support other teachers within a supervision space, most researchers conceptualised the term peer synonymously with group. The variations in the way researchers and teachers within the studies conceptualise peer supervision highlights the need for further research.

2.4.4.2 Theme Two: Benefits and Outcomes of Peer Supervision.

Theme two focuses on how teachers made sense of the positive effects that participating in peer supervision had on their relationships, reflective skills, and teaching practice. Most of these beneficial outcomes were seen through a wellbeing lens.

One of the most emphasised benefits of peer supervision was associated with the way the process can support the emotional labour associated with working in a complex school environment. The feeling of being held and kept in mind throughout the sessions by the facilitator and the group aligned with the concept of Bion's containment theory (1962) and was described as having a range of therapeutic effects (Ellis & Wolfe, 2019). For instance, teachers communicated that peer supervision offered a space to support the emotional impact that can form from teacher-pupil relationships, processing adverse childhood experiences of pupils, and classroom safety (Ellis & Wolfe, 2019; Gardner et al., 2022; Geeraerts et al., 2015; Rae et al., 2017; Willis & Baines, 2017). Teachers highlighted that the space allowed them to not only share and off-load emotional experiences, but also to have them validated and heard (Gardner et al., 2022; Geeraerts et al., 2015; Willis & Baines, 2017).

The high level of support felt by teachers also gave them a safe space to acknowledge and make sense of uncertainty, confusion, and even unhappiness (Gardner et al., 2022; Willis & Baines, 2017). This in turn allowed them to process and separate what aspects of their

experiences they felt responsible for and what was outside of their control (Gardner et al., 2022). Although teachers did not explicitly voice improved feelings of empowerment and autonomy within their school systems, Ellis and Wolfe (2019) documented that teachers seemed more able to organise themselves to think positively about issues and concerns after a cycle of peer supervision. The support accessed throughout the peer group was seen by teachers and researchers to increase staff camaraderie within the group (Gardner et al., 2022; Willis & Baines, 2017). This sense of togetherness was described as re-energising, better equipping teachers to fulfil their professional duties, which in turn reduced feelings of anxiety, stress, and was felt to have positive effect on the students' school experience.

Another important aspect of peer supervision for teachers was the support it gave teachers in problem solving, which provided opportunities to pool resources, to have access to a range of perspectives, and offer hope through alternative narratives of possible ways forward (Ellis & Wolfe, 2019; Gardner et al., 2022; Geeraerts et al., 2015; Rae et al., 2017; Willis & Baines, 2017).

All five studies contribute interesting findings regarding the use of peer supervision models with teachers within school settings in the UK. However, it is important to note that the teachers included in all five studies volunteered to take part in the peer supervision research, and likely held a positive bias or previous interest into the effects of supervision or support mechanisms for teacher wellbeing in schools. There is currently a research gap for studies that focus on teachers' views of peer supervision processes that are already embedded in the school to provide support.

2.4.4.3 Theme Three: Implementation and Structure.

Theme three discusses the teachers' views and preferences regarding the format, structure, and implementation of peer supervision. Participants highlighted that it was important that members of the group were from a similar level or role so teachers could speak freely or share experiences regarding similar issues and problems without judgement (Gardner et al., 2022; Willis & Baines, 2017).

Although two out of the four studies implemented a structured model of peer supervision (Ellis & Wolfe, 2019; Gardner et al., 2022), teachers voiced a preference for flexibility and communicated mixed views regarding the inclusion of an external facilitator. For instance, some teachers strongly felt that external agencies, such as educational psychologists did not have a role in facilitating teacher reflection (Rae et al., 2017), while other studies highlighted that teachers appreciated an independent facilitator as it allowed them to be: honest in the contributions; gain insight from a different perspective; and feel safe due to the personal detachment from the issue (Willis & Baines, 2017). This contrast in views highlights the need for further exploration.

Although the group dynamic was often praised by teachers within the studies for the way in which it increased the frequency of sessions, emphasised accountability, and created a safe environment for reflection (Ellis & Wolfe, 2019; Gardner et al., 2022; Geeraerts et al., 2015; Rae et al., 2017; Willis & Baines, 2017), thoughts and preferences regarding the duration, frequency and group size were not discussed by teachers within the data. This largely reflects the logistical decisions of the supervision format being decided by the researcher. Teacher views regarding format preferences and the implementation of supervision within their school settings is a gap for further research.

2.4.4.4 Theme Four: Barriers and Limitations.

Theme four addresses the way in which teachers construct and understand barriers to implementing peer supervision in a school setting. Many of the themes within the studies focused on positive impacts of peer supervision and 'what works' (Gardner, 2022; Willis & Baines, 2017). Although no negative impacts of peer supervision were discussed by teachers, a number of barriers to overcome were identified regarding a lack of experience, the impact of stressors, and the difficulty to provide physical spaces within a school setting that could accommodate the necessary privacy.

Rae et al. (2017) identified how the lack of previous experience in wellbeing support within schools and the low levels of confidence regarding the concept of peer supervision among teachers, leads to the perception that peers and other teachers might not be best placed in managing the psychological stress of other teachers. The view that wellbeing should be left to other professionals and should be accessed through alternative services could be a significant barrier to the successful implementation of peer supervision and is something that should be further explored.

Having the emotional containment to start and be ready for peer supervision was detailed by many as another barrier to effective support (Ellis & Wolfe, 2019; Rae et al., 2017; Willis & Baines, 2017). Emotional distress experienced from behavioural issues within class, negative interactions with staff, or unsupportive interactions with senior leadership teams before a session were reported to influence the readiness for teachers to engage with the process, actively participate, or follow structured steps. Ellis and Wolfe (2019) described that without guidance and positive reframing from a facilitator, sessions could sometimes be used as a confidential space to criticise senior leadership or to ruminate about conflicts within the school.

Another barrier discussed within the literature related to the scarcity of physical space within the school to engage with supervision with peers in a safe and confidential way without disruption from students (Ellis & Wolfe, 2019). Teachers discussed how students could often access the classrooms and staff areas which teachers met. This affected the way which teachers felt physically contained within the school building and highlighted the way logistical issues in organising a space can impact wellbeing and psychological containment. All four studies were conducted in small school settings (SEMH, SEND, alternative provision, or primary school), there is a gap in the literature regarding the exploration of peer supervision within larger, mainstream school settings.

Conflicting views were expressed regarding the ways in which peer supervision can facilitate change or influence teachers' daily experiences. While some teachers expressed frustration that the confidential nature of the sessions meant that those who had the power to bring about change were not informed of teachers' difficulties and issues (Ellis & Wolf, 2019; Willis & Baines, 2017), others felt that the process of participating in peer supervision increased their confidence to discuss issues with senior leaders in the school in the future (Rae et al.,2017; Geeraerts et al., 2015; Willis & Baines, 2017). This contrasting view highlights an area where teachers' experiences and perceptions of peer supervision need further development.

2.5 Summary of Chapter

Chapter Two presented a REA of the relevant literature regarding the way in which peer-supervision is used by teachers within schools. Five studies were identified, synthesised, quality appraised, and interpreted to gain insight into the best available knowledge relating to teachers' attitudes, values, and preferences towards the use of peer supervision within schools. Four themes were identified within the literature, 'conceptualising peer supervision',

'consequences and outcomes', 'implementation and structure', and 'barriers and limitations'. Finally, gaps in the current literature and limitations of the methodologies were identified and discussed.

In the following chapter, the research purpose and the associated research questions, which have developed from the current research gaps in the literature, are presented. Subsequently, ontological, epistemological and methodological considerations on the research design, sample, data collection and data analysis are presented. Finally, reliability, validity, trustworthiness and ethical considerations are discussed.

Chapter Three: Methodology

3.1 Chapter Overview

Firstly, this chapter outlines the ontological and epistemological standpoints of the research is presented. Secondly, methodological considerations related to the research design, sample, data collection, and data analysis is outlined. Thirdly, the reliability, validity, trustworthiness, and ethical considerations of the research. Finally, the purpose of the research and the associated research questions are discussed.

3.2 Philosophical Positions

As the research process reflects the beliefs of the researcher, the way in which the researcher decides to construct reality and considers 'what can be known?' shapes the methodology and the direction of the research (Guba & Lincoln, 2011; Patton, 2002). As the research process is subjective, it is important to acknowledge the individual ontological, epistemological, and methodological assumptions that informed this research. The philosophical position that aligns with the aims of this research will now be explored.

The researcher's decision-making regarding appropriate ontological and epistemological positions is discussed separately and then integrated to inform which paradigm / world view was adopted in this research.

3.2.1 Ontology

Ontology addresses the study of being and the nature of reality (Goertz & Mahoney, 2012). An ontological position can be considered as a set of rules that attempts to define what is real in the world (Schuh & Barab, 2007). Within educational research ontological standpoints are often positioned on a spectrum between realism and relativism (Scotland, 2012).

3.2.1.1 Objective Realism Versus Relativism.

Whereas objective realism is the belief that objects (including people) exist and have meaning in an external reality independent of knowledge, relativism considers the meaning of reality to be constructed through the interaction of an individual's consciousness and the social world (Miller, 1999). In this way, objective realism considers the world through an extra-mental 'third person' lens, acknowledging that different individuals can objectively observe objects in the world independently and without bias (Scotland, 2012). Conversely, relativism considers reality through an intersubjective 'first person' lens, accepting individual realities and truths to differ from person to person (Creswell & Guetterman, 2021).

As a teacher's interpretation and personal experience of supervision will differ depending on their school's social context and their individual interpretation of it, an objective realist ontology that dictates one universal, shared reality is not suitable for the aims of this research. While a relativist ontology accepts that knowledge and understanding is constructed through social interaction, it rejects the existence of an external reality. Within the context of this research, a purely relativist perspective would deny the existence of the socio-political context contributing to high teacher workload and attrition, as well as the shared barriers that exist at the organisational level within the UK's educational system. Therefore, it is important that the ontological position of this research is positioned between the two poles of objective realism and relativism.

3.2.1.2 Critical Realism

Critical realism is an ontological stance located between the poles of realism and relativism (Bergin et al., 2008). Critical realism recognises a shared reality that is independent of the researcher's beliefs and shaped by societal values that have been culturally and politically constructed over time (Almashy, 2015). In this way, critical realism

combines the realist assumption that an observable external reality exists but accepts that this

reality is socially situated and only accessible in relation to human representations through

the mediation of language (Maxwell, 2012; Pilgrim, 2014). Therefore, a critical realist

ontology recognises the ways in which a shared external reality is influenced by invisible

structures, such as power imbalances, which in turn are socially constructed and experienced

unequally by individuals (Creswell & Guetterman, 2021; Scotland, 2012).

By adopting a critical realist ontology, teachers' experiences and perceptions of peer

supervision exist in a shared school environment and are influenced by a range of cultural

and political factors that have evolved over time. Although many of these social, cultural, and

political factors are shared in an observable real world, the ways in which these factors create

power imbalances and are experienced individually may differ from other school staff who

are more regularly studied, such as SENCOs, ELSAs, and senior leaders.

3.2.2 Epistemology

Epistemology is an additional paradigmatic component that explores how the

researcher considers the origins, communication, and limitations of knowledge throughout

the research process (Schuh & Barab, 2007). Therefore, epistemology explores questions

such as, how we know? and what counts as knowledge? (Guba & Lincoln, 2011). Within

educational research, epistemological standpoints are often positioned on a spectrum between

objectivism and subjectivism.

3.2.2.1 Objectivism Versus Subjectivism.

While objectivism emphasises the empirical analysis of social phenomena and focuses

on explanatory approaches that seek to predict, generalise, or identify causal

relationships, subjectivist epistemologies tend to emphasise the meaning created through the

process of social interaction and explore different individual perceptions of knowledge

(Almashy, 2015; Goertz & Mahoney, 2012). Therefore, an objectivist epistemology supports the use of research methods that aim to be explanatory, such as surveys and inferential statistics, which could be useful in this study to capture a snapshot of teachers' perceptions of supervision. However, it could be argued that an empirical generalisation of perceptual experience alone would not truly be explanatory (Scotland, 2012). For instance, recording teacher perceptions would not inform the researcher of the participant's intentionality regarding their choices and would not necessarily give insight into the general patterns collected.

Subjectivist epistemologies would, as an alternative, enable the use of research methods that would capture insights and understanding of the individual and help to explore how teachers' experiences of peer supervision are lived, felt, and experienced. However, power imbalances and social histories that transcend social constructions can be neglected in some subjectivist epistemologies (Hyslop-Margison & Strobel, 2008). Therefore, it is important that the epistemological position of this research is positioned between the two poles of objectivism and subjectivism.

3.2.2.2 Social Constructivism.

A social constructivist stance is a subjectivist epistemology that emphasises the construction of knowledge through the interaction between people but also holds the view that knowledge is constructed by processes that are historical and socio-culturally specific (Hyslop-Margison & Strobel, 2008; Jonassen, 1991). Through the adoption of a social constructivist epistemology this study will be able to explore the rich insights gained from teachers' lived and felt experiences of peer supervision while acknowledging that these constructions are built upon past experiences grounded within environments that hold social history and cultural value.

3.2.3 Paradigm

A paradigm can be considered as a worldview that provides a framework for researchers to critically reflect on their ontological understanding of reality and their epistemological process of gaining knowledge (Goertz & Mahoney, 2012). A paradigm determines the researcher's assumptions in research and influences the why, what, where, when and how of data collection and analysis (Schuh & Barab, 2007).

The above considerations led the researcher to adopt a worldview that combines an ontological realist and an epistemological relativist perspective. Therefore, this research adopts the belief that an independent reality exists but rejects the possibility of being able to acquire objective knowledge about the world.

Although critical realism has been criticised for positioning itself on a philosophical fence (Robson & McCartan, 2016), the flexibility of a worldview that supports a realist ontology with a relativist epistemology allows for an approach that accepts both an explanatory and an exploratory goal for the study of classroom teachers' perceptions and experiences of peer supervision (Zachariadis et al., 2013). Furthermore, by adopting a critical realist worldview, quantitative and qualitative methods can be combined and integrated to achieve both insight and impact (Creswell & Guetterman, 2021). Quantitative methods that seek a more generalisable snapshot of teachers' views can be combined with qualitative methods that acknowledge the social complexity of teachers' unique experiences with peer supervision.

3.2.4 Defining Experience and Perception Through a Critical Realist/Constructivist Lens

When applying a paradigm that assumes a realist ontology and a subjectivist epistemology, common experiences can only be accessed and understood through a mediated reflection of reality. Therefore, teachers' experiences of peer supervision are only accessible

through their perceptions of peer supervision, which are shaped by and embedded in their

cultural context, societal structures and power differences. As this study approaches the topic

through both an explanatory and exploratory lens, it is important to define the terms

experience and perception for this study:

Experiences refers to the demographic information provided by teachers, such as

whether they have actively participated in peer supervision, as well as first-hand knowledge

and specific information about these experiences, such as the type of delivery model or

frequency of this peer supervision experience.

Perceptions of peer supervision includes the ways in which teachers interpret,

understand and make sense of these experiences, which are influenced by their cultural

context and previous experiences within their social world.

3.3 Research Design

Research designs are procedural frameworks that help guide and communicate a

researcher's approach to analysing, interpreting, and reporting data (Creswell & Plano Clark,

2018). Research designs are often determined by the research question, philosophical

standpoints, and the way in which the research problem attempts to seek answers (Crotty,

1998). The research design that aligns with the purpose and world view of this research will

now be explored.

3.3.1 A Rationale for a Mixed Methods Design

While it is largely agreed that one research methodology is not superior to any other

(Bashir et al., 2017), up until the mid-twentieth century educational research tended to adopt

either a quantitative or qualitative design to provide different perspectives.

While quantitative methods might help to capture teachers' views of supervision generally, it could be argued that nomothetic approaches to data collection fail to comprehend the context of supervision within the current school-setting that teachers work in. While qualitative methods would be ideal to highlight the voices of teachers who have experienced supervision in their workplace, idiographic approaches to data risk ignore the breadth of shared experience that could address the general perceptions of peer supervision and wellbeing faced by teachers in the UK, leading to less impact.

Mixed methods research is a third methodological movement that has increased in popularity in educational research (Hall, 2013). While mixed methods designs are commonly defined as research that utilise both quantitative and qualitative methodologies, more recent definitions now emphasise the use and integration of two methodological orientations (Creswell & Plano Clark, 2018). This includes world views, positions, inferences, and the interpretation of findings that enable researchers to see, hear, and make sense of the social world in a more holistic way (Tashakkori & Greene, 2009). Therefore, the use of mixed methods design is compatible with a range of philosophical standpoints (Hall & Howard, 2008). The integration of quantitative and qualitative research will complement the paradigm adopted in this study, which encompasses a critical realist ontology and a constructivist epistemology.

In a mixed method design, the strengths of quantitative and qualitative methods can become complimentary, rather than considered as competitive approaches (Migiro & Magangi, 2011). Therefore, the rationale for mixing both types of data in this study is that the strengths of one method can offset the weaknesses of the other.

Furthermore, the depth and breadth of data collected within mixed methods research can go beyond the insights of separate quantitative and qualitative methodologies (Creswell

& Plano Clark, 2018). This can be particularly appealing for audiences such as educational

practitioners, policymakers, and other professional bodies who use multiple layers of

evidence to inform decision-making (Migiro & Magangi, 2011). This means that the

integration of quantitative and qualitative data collected in this study could be used by school

decision-makers, such as local authorities and senior leaders, to bring about positive change

in the future.

3.3.2 Mixed Methods Typology

Typologies can be described as frameworks that emphasise the different features of

the mixed methods design, such as the level of emergence, sequencing, interaction, and

priority of the quantitative and qualitative strands (Creswell & Plano, 2018). The mixed

methods typology adopted in this study is discussed below.

3.3.2.1 Fixed Versus Emergent Design.

Whereas fixed designs describe mixed methods research that plan the quantitative and

qualitative strands of the research in advance, emergent designs are those in which the second

strand of the research is added afterwards. While researchers such as Morse and Niehaus

(2009) emphasise the use of emergent designs as a reactive process which should only be

adopted when the initial findings of a quantitative or qualitative research is deemed

inadequate, Creswell and Plano Clark (2018) argue that all mixed method research, to some

degree is emergent and that the level of emergence should be considered on a continuum.

This research fits between the poles of a fixed and emergent design. While the quantitative

and qualitative strands were planned in accordance with the research goal, questions, and

theoretical perspective, the second strand could be considered emergent. This is due to the

way in which participant recruitment and data collection was informed by the results of the

first strand.

3.3.2.2 Timing and Sequencing.

An explanatory sequential design with a case-selection variation was adopted in this research (Morgan, 2007). This typology describes a mixed methods design that conducts each strand of the research separately. The initial quantitative strand is implemented to gain a general understanding of a phenomena and to identify a specific group of participants. The follow-up qualitative phase seeks to explain the initial findings by gaining insight and deeper understanding into trends, outliers, and surprising results (Morgan, 2014; Morse, 1991). Therefore, the initial quantitative phase will acknowledge the shared context of teachers' knowledge, perceptions, and experiences of peer supervision.

Although less common in mixed methods research (Morgan, 2014), a sequential design can guide the purposeful sampling in the follow-up quantitative phase to identify participant characteristics and inform the questions and direction of the qualitative data collection. Therefore, the quantitative strand will also be used to identify teachers who have experienced peer supervision within schools and will help inform the type of questions used in the qualitative focus. The qualitative strand will focus on exploring teachers' views and experiences in more detail, hoping to gain interesting and meaningful insight into the way peer supervision can be implemented positively in schools. Figure 3 below is a procedural diagram to summarise the research design of this study.

Figure 3

A Procedural Diagram Depicting an Explanatory Sequential Mixed Methods Design [quan → QUAL]

[quan → QUAL]

Time

Quantitative Strand

Recruitment

Recruitment of participants via online research poster using a voluntary sampling technique.

(n = 68)

Data Collection

Participants completed an online questionnaire relating to their current experiences and understanding of reflective spaces and peer supervision within their school context.

Participants could choose to opt in for the qualitative arm of the study.

Data Analysis

The quantitative data was analysed using descriptive statistics and inferential testing with a view to highlight the scope and context of teacher views of supervision within their current contexts.

Data Integration Point One

Data analysis was used to inform the question guide for the qualitative strand.

Qualitative Strand

Recruitment

Participants who volunteered for the interviews via the questionnaire were contacted. Consent and information forms were obtained. Interviews were organised.

(n = 6)

Data Collection

Semi-structured interviews took place on Microsoft teams. Audio files were transcribed verbatim and anonymised.

Data Analysis

Thematic Analysis was conducted. Transcripts were coded to produce themes related to the participants views of needs and barriers related to reflective spaces and peer supervision.

Data Integration Point Two

Findings from both the quantitative and qualitative data were analysed together.

3.2 Research Questions

The purpose of this study was to explore schoolteachers' views on their current understanding of what peer supervision is and how it is used within schools across the UK. Furthermore, to highlight positive experiences of peer supervision and to give insight into how a supervision space can support and sustain teachers' wellbeing. Although it is common for mixed methods studies to have separate quantitative and qualitative research questions, the level of integration can influence the way in which the data collection and data analysis can map onto the research questions and research hypotheses (Creswell & Plano, 2018).

Due to the way in which experience can influence future perception and how the combination of nomothetic and idiographic approaches can lead to a more comprehensive exploration of a research question, this study integrates the quantitative and qualitative findings to explore three research questions (RQ1, RQ2, and RQ3). However, to further explore the benefits of peer supervision amongst those who have and have not experienced peer supervision, RQ2 and RQ3 also included research hypotheses:

RQ1:   What are teachers' experiences of peer supervision in schools in the UK?

RQ2:   What are teachers' perceptions of peer supervision in schools in the UK?

$H_1 =$ There is a difference in item scores related to the perceptions of using peer supervision of those teachers who have experienced peer supervision within a school setting ($\mu1$) and those teachers who have not experienced peer supervision within a school setting ($\mu2$) who participated in the questionnaire ($\mu1 \neq \mu2$).

$H_0 =$ There is no difference in item scores related to perceptions of using peer supervision of those teachers who have experienced peer supervision ($\mu1$) and

those teachers who have not experienced peer supervision within a school

setting ($\mu2$) who participated in the questionnaire ($\mu1 = \mu2$).

RQ3: What are the positive impacts on teachers who have participated in peer supervision

in the UK?

$H_2 =$ There is a difference in wellbeing scores of those teachers who have

experienced peer supervision within a school setting ($\mu1$) and those teachers

who have not experienced peer supervision within a school setting ($\mu2$) who

participated in the questionnaire ($\mu1 \neq \mu2$).

$H_0 =$ There is no difference in wellbeing scores of those teachers who have

experienced peer supervision ($\mu1$) and those teachers who have not

experienced peer supervision within a school setting ($\mu2$) who participated in

the questionnaire ($\mu1 = \mu2$).

3.5 Quantitative Design

This section outlines and justifies the participant demographics, sampling procedures,

data collection, and methods of analysis adopted in this study.

3.5.1 Participants Within the Quantitative Phase

The target population in this research was classroom teachers who were willing to

share their perceptions, understanding, and experiences of peer supervision. Although

educational professionals, such as teaching assistants and practitioners within independent

sectors have high levels of student contact time and in some cases teaching responsibilities,

an important aspect of this research was to focus on a demographic that has previously been

neglected in the literature. As previous chapters have discussed, teaching assistants, senior

leaders, and specialist SEMH and SEND roles within schools already have an abundance of

research exploring the benefits of supervision and peer supervision. It was important for this

research to distinguish 'classroom teacher' as a specific demographic. Please see Table 4

below for the inclusion and exclusion criteria for this research.

Table 4

Inclusion and Exclusion Criteria for the Quantitative Phase

Inclusion	Exclusion
-Has been awarded qualified teacher status	Has not been awarded qualified teacher status
-Full-time or part-time teacher	- Currently is not employed as a permeant member of staff. -Currently employed as a temporary member of staff such as cover supervisor, cover teacher or supply teacher. - Is currently on a teaching break that is longer than 12-months.
-Primary role be a time-tabled classroom teacher (50% of full-time hours or 22 hours of scheduled teaching -Teaches within the comprehensive or independent sector	Primary role places them in pastoral or SEND roles. -Is on the senior leadership pay spine Teaches within schools that follow curriculum, policies, and guidelines outside of the UK school system. For example, international schools
-Teacher of early years, primary or secondary level	-Teachers who work in settings outside of the early years and school age frameworks. For example, higher education.
-Fluent English speaker	-Not fluent in English

As Table 4 shows, the term 'classroom teacher' is defined through the certification of qualified teacher status, a permanent and active role within a current school, and whose teaching timetable equates to more than 50% of their overall responsibility. Although the term classroom teacher in this study can incorporate additional teaching roles, these whole school positions cannot be a senior role that overshadows their classroom duties. Adopting this definition of classroom teacher will ensure that the initial quantitative strand will provide a snapshot of teachers' experiences and perceptions who are on the front line of education, have high levels of student contact time; and know the current context of teaching and learning well.

3.5.2 Sampling Design Within the Quantitative Phase

The sample size and techniques of the research are determined by the research purpose, questions, and design (Onwuegbuzie & Collins, 2007). As the quantitative strand is focusing on the experiences and perceptions of schoolteachers, it is important that the sample size is large enough to gain generalised insights into teachers' knowledge and views of peer supervision within the current school context in the UK.

3.5.3 Sample Size Within the Quantitative Phases

There are an estimated 465,625 teachers currently working within schools in the UK (DfE, 2023a). Larger sample sizes increase the chances that descriptive statistics, such as sampled means represent the normal distribution of the target population within smaller margins of error (Field, 2013). This in turn increases the generalisability of the data. As the research purpose aimed to provide both a cross-sectional understanding of teachers' experiences and perceptions of peer supervision and to identify statistical differences between those who have experienced peer supervision and those who have not, a priori power calculation was conducted using G*Power software (Faul et al., 2007) to estimate

the required sample size needed before starting the data collection. The quantitative sample size needed to be larger than the minimum statistical guidelines of ≥ 30 participants for cross-sectional studies (Cresswell & Gutterman, 2021; Field, 2013; Onwuegbuzie et al., 2006) and needed to be ≥ 54 participants to achieve a medium-to-high power level of .8, (please see Appendix E for G*power output).

Within this study n = 68 participants were recruited, this exceeded both the minimum guidelines for cross-sectional data and the minimum sample size needed to use inferential statistical testing.

3.5.4 Sampling Schemes and Techniques Within the Quantitative Phase

As there is no central database of actively employed teachers in the UK that educational researchers can access, sampling techniques that offer a chance for the whole target population to participate could not be utilised. Furthermore, adopting a sampling technique that attempted to access the whole target population would not be appropriate for the time scale of a doctoral thesis, nor the secondary priority of a sequential mixed methods design (Robson & McCarten, 2016).

A voluntary response sampling technique was utilised within this research. Although voluntary response techniques cannot be used as a probability method, the sampling technique is commonly used within mixed methods research that emphasise a cross-sectional focus (Onwuegbuzie et al., 2007). While voluntary response techniques are criticised for the way they produce a high-level of response bias (Robson & McCartan, 2016), a strength is the way in which they encourage participants who have an interest in the study topic to participate (Murairwa, 2015). This in turn decreases the number of partially completed results and encourages high quality data (Field, 2013). Furthermore, the use of rigorous inclusion

criteria and the integration of quantitative and qualitative findings will mitigate some of these issues.

3.5.5 Data Collection Within the Quantitative Phase

3.5.5.1 Recruitment Procedures for the Quantitative Phase.

An advert for this research (see Appendix F) detailing the rationale for the study, the inclusion criteria, and a link to the questionnaire was placed on a number of online platforms (such as Twitter, LinkedIn, and the TES forums). These online platforms were chosen due to their: popularity amongst a wide demographic of educators; use of identifiable employment profiles that identified users as teachers; and their adoption of hashtags that could target the advert to the inclusion criteria of the research. The advert included a URL link that guided the participants to an online questionnaire populated on the Qualtrics software.

The first page of the survey contained a participant information sheet that detailed the rationale of the study (see Appendix G). A contact email address was available on the information sheet to allow participants the opportunity to make contact and ask questions before taking part. Informed consent was obtained through the mandatory completion of checkboxes on a consent information page. Participants had to give informed consent before continuing to the survey items (See Appendix H). If participants did not provide consent, they were taken to the final page of the study.

To allow participants to withdraw their data following submission, the survey requested the participants' full name. The item stipulated that the data will not be used for any other purpose than to identify participants who wished to withdraw their data after completing the survey. The last item of the questionnaire included a debrief form (See Appendix I).

3.5.6 Materials Used Within the Quantitative Phase

3.5.6.1 Questionnaire.

A cross-sectional online survey design was adopted to facilitate the collection of teachers current views of peer supervision. A cross-sectional approach allowed for the questionnaire to identify generalised characteristics among participants, such as knowledge, perceptions, and experiences of peer supervision, while acknowledging that the data's explanatory power is limited to a fixed time-period in which the questionnaire was open (Connelly, 2016; Field, 2013). The questionnaire was open and available to participants between the 6th of June and 20th of July 2023.

An online format was selected due to its ability to gain responses from a large demographic of teachers across a wide geographical area within a short period of time. As an existing survey instrument that explored knowledge, perceptions, and experiences of peer supervision was unknown to the author, the survey instrument was self-developed in line with the research questions of the study.

The core survey included 38 items divided into four sections and consisted of closed, scaled, and open questions. The survey took an average time of 15 minutes to complete.

The first section consisted of 10 items that focused on gathering participant information, such as teaching experience, gender, and current roles and was constructed using Robson and McCartan's (2016) survey guidelines. The second section consisted of 10 items which focused on teachers' knowledge and experience of teacher support and supervision. The third section consisted of 10 items that focused on gathering information about teachers' attitudes towards the supervision experience and was only completed by teachers' who have used supervision and peer supervision within the school environment. The items within the second and third section were developed in line with the literature introduced in Chapter One

and analysed in Chapter Two. The second and third sections were self-developed and based

on the analysis of the related literature reviewed in Chapter Two. The fourth and final section

consisted of 8 items focusing on teacher wellbeing and were informed by the theoretical

model of Seligman's (2011) Model of Happiness (Please see Appendix J for survey

questions).

The survey tool used within the initial quantitative strand fulfilled the case-selection

aspect of the mixed methods design. The option to participate in the follow-up qualitative

phase was provided at the end of the survey via an opt in function. Participants who

expressed an interest in participating in the interview stage of the study were given an email

address to contact. The researcher then sent the participant information sheet and consent

form for completion (see Appendix G). Once the consent form was completed, the researcher

organised a time for the virtual interview to take place.

3.5.7 Reliability and Validity of the Quantitative Tools

3.5.7.1 Pilot Questionnaire.

Before the questionnaire was published it was piloted with 5 teachers selected through

an opportunistic sampling method to test the face validity of the questionnaire, identify any

grammatical errors, and ensure the questionnaire was accessible via computers, tablets, and

mobile phones. These teachers were chosen opportunistically from schools within the local

authority the author was working in at the time of the questionnaire development. They were

chosen due to their membership within the target population being studied. The teachers were

given a paper copy of the questionnaire and pre-published access to the Qualtrics survey.

Teachers were asked to highlight any errors, offer qualitative feedback, and provide the time

taken to complete the questionnaire (Please see Appendix K for an exemplar feedback).

Feedback allowed for formatting errors, minor punctuation issues, and sequencing problems

to be recognised and amended before the questionnaire was made accessible for data
collection.

3.5.7.2 Validity of the Wellbeing Scale.

A principal axis factor analysis (PAF) was used to explore the structural validity of
the questionnaire and to explore whether items 23-30 contributed to an overall scale of
wellbeing.

The PAF was conducted with oblique rotation (direct oblimin) to increase the
interpretability of the components. The Kaiser-Meyer-Olkin (KMO) measure was used to
verify the sampling adequacy for the PAF analysis, KMO = .77, this exceeded the accepted
level of .5 (Field, 2013). An initial analysis was run to identify the eigen values for each
factor within the data. Five factors had an eigen value above the Kaiser's criterion of 1 and
contributed to 85.03% of the variance. Please see Table 5 below.

Table 5

Factor Loadings of the Wellbeing Item After Rotation

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative load after rotation %
23) I often feel an unmanageable amount of stress within my role	3.89	42.32	42.32
24) I have the capacity to cope with the challenges and demands that my role brings.	1.73	15.37	57.69
25) I feel like I have an adequate network of support in my current role.	1.42	10.97	68.66
26) I feel positive, involved, and fulfilled at work.	1.12	8.99	77.65
27) I feel like I can carry out the required tasks, actions, and responsibilities of my role.	1.01	7.37	85.03
28) I have adequate resources available for me to cope with the demands of my role.	.91	6.018	91.04
29) I often feel a sense of work enjoyment or satisfaction within my current role.	.89	5.59	96.63
30) My school takes positive action on health and wellbeing.	.75	3.37	100.00

The scree test was also conducted. The elbow of the curve highlighted some ambiguity regarding values that bordered the eigen value threshold. It was decided that components 28 and 29 were included due to their bordering eigen value threshold and their percentage contribution to the loading of the factor after rotation. Item 30 was removed. (Please see Figure 4).

Figure 4

A Scree Plot Visualising Principal Components in an Analysis
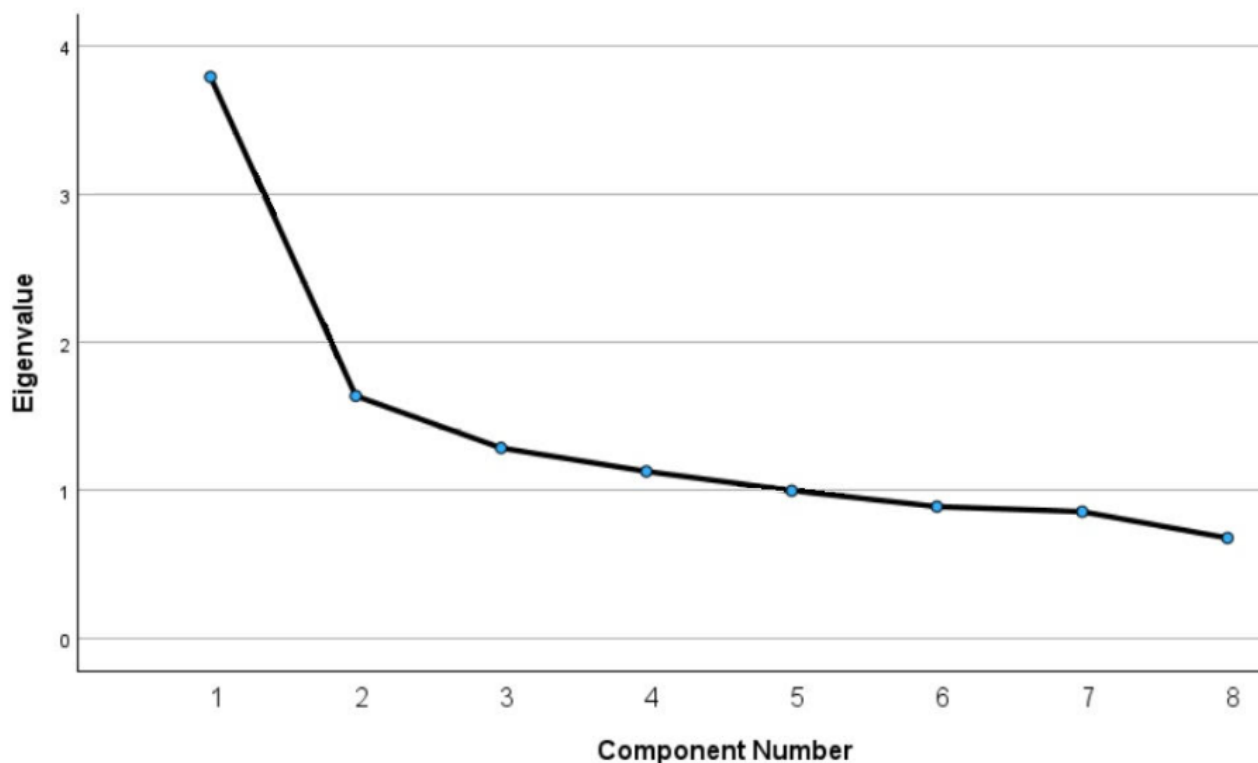
Therefore items 23-29, 'I often feel an unmanageable amount of stress within my role', 'I have the capacity to cope with the challenges and demands that my role brings', 'I feel like I have an adequate network of support in my current role.', 'I feel positive, involved, and fulfilled at work', 'I feel like I can carry out the required tasks, actions, and responsibilities of my role', and 'I have adequate resources available for me to cope with the demands of my role' belong to a singular factor and represents wellbeing.

3.5.7.3 Reliability and Cronbach's Alpha.

The inter-item reliability of the survey scale was further tested through the use of descriptive statistics and the inter-item reliability index, Cronbach's alpha. As the questionnaire was self-developed and the scale was measuring over-arching concepts, it was important to consider whether the items within the scales were being used consistently by participants.

The alpha coefficients are a standardised score that range from 0-1, where .8 is largely agreed to be a high level of participant consistency across a set of questions and .6 to be the minimum value suggested to be included when constructing reliable scales within questionnaires (Kline, 2000). Please see Table 6 below.

Table 6

Reliability Index of Questionnaire Items Related to Wellbeing Using Cronbach's Alpha.

Item	Cronbach's alpha if item was deleted	
	Teachers who had experienced supervision	Teachers who had not experienced supervision
23) I often feel an unmanageable amount of stress within my role	.78	.71
24) I have the capacity to cope with the challenges and demands that my role brings.	.73	.68
25) I feel like I have an adequate network of support in my current role.	.73	.64
26) I feel positive, involved, and fulfilled at work.	.72	.63
27) I feel like I can carry out the required tasks, actions, and responsibilities of my role.	.72	.66
28) I have adequate resources available for me to cope with the demands of my role.	.73	.62
Overall Cronbach's alpha for the scale	**.77**	**.70**

The wellbeing question "I often feel an unmanageable amount of stress within my role" was reverse transformed in IMB SPSS-29 to ensure all the data within the scale was positively phrased for analysis.

Comparing the 'Cronbach's alpha if item was deleted' to the 'overall Cronbach's alpha' gives an indication of acceptable internal consistency in the way in which the items were approached by similar participants across the scale. The overall Cronbach's alpha for the proposed wellbeing scale was .77 and .70, both values exceeded the .6 minimum suggested by Kline's (2000) guidance.

3.5.8 Data Analysis for the Quantitative Phase

The data were analysed using both descriptive and inferential methods. The questionnaire items related to demographic information and participant answers were analysed using cross tabulation tables, frequency counts, and descriptive statistics. Descriptive data was then analysed using the data screening procedures outlined by Field (2013) to identify whether the data distribution would meet the assumptions of further testing. Univariate procedures were then used to analyse the data (Please see Chapter Four for more detail). .

3.6 Qualitative Design

This section outlines and justifies the participant demographics, sampling procedures, data collection, and methods of analysis adopted within the qualitative phase of the study.

3.6.1 Participants Within the Qualitative Phase

The qualitative phase of the study focused on a smaller division of the target population, focusing on classroom teachers who had experienced peer supervision within a current or previous role and were willing to share their views and experiences.

3.6.1.1 Sample Size Within the Qualitative Phase.

Although it is common to consider a saturation point to justify the sample size of qualitative research (Vasileiou et al., 2018), an interpretivist lens would consider the quality of the data to be related to the meaningfulness, not quantity of data collected. Arguably, new meaning could indefinitely occur (Low, 2019; Sim et al., 2018). The sample size for this research adopted a pragmatic approach that considered the quality of the data and used a provisional range comparable to other doctoral theses that have used reflective thematic analysis to analyse qualitative data (Braun & Clarke, 2019; Nelson, 2016). This research recruited six participants. This sample size was small enough to manage within the time scale of a mixed method sequential design and large enough to provide new and richly textured understanding related to the research questions regarding the topic area of teachers' experience, perceptions, and benefits of peer supervision (Morse, 2000; Sandelowski, 1995).

3.6.1.2 Sampling Techniques Within the Qualitative Phase.

This phase adopted a voluntary sampling technique and used an opt-in question at the end of the questionnaire to identify classroom teachers who wished to participate in the qualitative phase of the study. A voluntary sampling strategy increased the chances of availability and the willingness for teachers to participate.

The sampling strategy was also homogeneous and purposive in nature as participants were expressly chosen for their experiences as a classroom teacher and their shared experience of peer supervision within their current or previous roles as identified by their answers in the questionnaire. Although a purposive sampling technique may lead to a sample frame bias that excludes other participants who may contribute relevant reflections (Oppong, 2013), the strengths of a purposive strategy outweigh the limitations. For instance, a

purposive approach will target participants who are well-informed, expressive, and reflective about their experiences of peer supervision (Etikan et al., 2016).

3.6.2 Data Collection of the Qualitative Phase

3.6.2.1 Recruitment Procedures for the Qualitative Phase.

Participants were identified by an opt-in question at the end of the questionnaire and were asked to leave a contact email if they wished to participate in the qualitative phase of the research. The researcher then sent the participant information sheet and consent form for completion (see Appendix G). Once the consent form was completed and returned, the researcher organised a time for the interview.

3.6.2.2 Semi-Unstructured Interviews.

Interviews allow an interviewer to interact with a participant in a conversation to gather research-relevant information. Many researchers divide interviews styles into three types (Aksu, 2009). Although a standardised interview would have formed a reliable and consistent experience throughout the data collection, a structured interview is more suited to closed questions and pre-determined response categories (Creswell, 2014). A qualitative interview was chosen as it was adaptable to what the teachers deemed important to discuss regarding their experiences of peer supervision.

This study utilises one-to-one semi-unstructured interviews. The use of a semi-structured approach increased the flexibility of the interviews, allowing the researcher: to adopt a conversational style; vary the order and wording of pre-determined questions; and use additional questions (Doody & Noonan, 2013). This flexibility encouraged greater depth in the discussion of peer supervision experience and led to the exploration of new paths that the researcher had not anticipated (Deamley, 2005).

3.6.2.3 Question Formulation.

A question guide consisting of 10 pre-determined questions was developed to create a sense of order and to ensure similar types of data was collected (Bridges et al., 2008). Questions were constructed using the guidance of Braun and Clarke's recommendations on interview construction (2013) and comprised of open-ended questions that started with less probing, rapport-building questions before building up to more focused questions related to the research question. The guide included questions such as "How could supervision be best delivered in your school setting?" (Please see Appendix L for the full question guide).

3.6.2.4 Virtual Interviewing Environments.

While online interviews have often been regarded as inferior to face-to-face interviews (Madge & O'Connor, 2002; Mann & Stewart, 2000), the real-time audio and visual features of Microsoft Teams allowed the online interviews undertaken to capture comparably rich and descriptive data of teachers' experiences related to peer supervision (Creswell, 2014; Sturges & Hanrahan, 2004). In addition, it allowed the participants to experience a greater sense of autonomy as the interviews were completed in a comfortable location of their choice (Bowker & Tuffin, 2004).

3.6.3 Data Analysis for the Qualitative Phase

The 6-stage approach to thematic analysis (TA) was used to analyse the data collected from the semi-structured interviews. One benefit of TA is its commonality in educational research and its accessibility to non-researchers who might benefit from the findings and implications of this study (Creswell, 2014; Howett & Crammer, 2008). Another reason is due to TA's flexible method which is free from theoretical positions and frameworks (Braun & Clarke, 2013; Howitt & Crammer, 2008), which complements the critical realist perspective of this research.

The audio recording of each focus group was transcribed verbatim and re-read multiple times to increase the familiarity. During the transcribing and re-reading, the areas of interest were highlighted and initially coded (See Appendix M for coded transcript exemplar). Although selective coding strategies are common in qualitative research that adopt TA, omitting the data from the analysis serves a more deductive process and can increase the chances of selection bias (Braun and Clarke, 2019). A complete coding approach was used in the coding process to ensure that all the data was considered in the synthesis of the raw data (Howett & Crammer, 2008). Similar codes were combined in a matrix table to facilitate the identification of trends and patterns to help develop themes (See Appendix N for matrix tables). Codes and provisional themes were constantly reflected upon to develop themes and sub-themes.

3.6.4 Research Trustworthiness Within the Qualitative Phase

It is important that the way in which the researcher approaches and considers the data collection and analysis: is credible and reflects the views of the respondents; confirmable, ensuring interpretations are derived from the data; and dependable, meaning the qualitative design has followed a logical and documented process (Tobin & Begley, 2004). The author's prolonged exposure to the data within the semi-structured interviews and the familiarisation, coding, and theme development process of the TA, increased the likelihood of qualitative credibility.

One way in which the dependability of the qualitative approach was considered was through the use of semi-structured interviews and a pre-determined question guide that was developed from the quantitative analysis of classroom teachers' perceptions and experiences.

Although a strength of TA is its flexibility as a qualitative method, its freedom of theoretical positions and frameworks has led to criticism regarding consistency and

coherence in its application to theme development (Hollaway & Todres, 2003). By applying

the TA to the theoretical framework of critical realism and by adopting Braun and Clarke's

guidelines for TA (2013), the qualitative process was structured, traceable, and clearly

documented.

3.7 Ethical Considerations

This study was approved by the University of East London Ethics Committee (see

Appendix O for ethics confirmation and Appendix P for the ethics proposal documents). The

ethical considerations throughout this study closely aligned to the statement of key values of

the BPS code of ethics (2018) whereby the participants were informed that their participation

was voluntary, were notified of their right to withdraw from the study up until the time of

which the questionnaire data was analysed and the interviews were transcribed. Participants

were appropriately debriefed after the interview took place (See Appendix I for the debrief

form).

Data use and storage followed the practices outlined in UEL's Data Management

Policy (Please see Appendix Q for data management plan), whereby data was collected and

stored in a way that maintained the privacy and dignity of the participants.

The permission to record the interview audio was obtained through the completion of

a consent form and a verbal conversation prior to data collection explaining that any names or

names of places would be anonymised to maintain privacy (See Appendix H). Software, such

as Qualitrics and Microsoft Teams that was used to collect participant data followed the

General Data Protection Regulations (Department for Digital Culture Media and Sport,

2018). Data was stored on a secure UEL OneDrive file in a separate, password protected

folder, that only the researcher had access to. No other personal details than those on the

consent form were requested or stored.

3.8 Summary of Chapter

Firstly, Chapter Three rationalises a critical realist position. The philosophical stance both acknowledges a critical realist ontology and a constructivist epistemology. Secondly, the basis for an explanatory sequential mixed methods design with a case-selection variation was discussed. Thirdly, the participant sample, data collection, and data analyses for the initial quantitative strand and the priority qualitative strand were discussed along with their related strengths and limitations. Fourthly, the chapter discusses the timings and processes of integrating the quantitative and qualitative analyses. Finally, the chapter discusses ethical considerations.

In the following chapter, the findings from the initial scoping questionnaire and semi-structured interviews are presented and analysed. Data from the scoping questionnaire is analysed using cross tabulation tables, frequency counts, and descriptive statistics to present a snapshot understanding of teachers' knowledge, perception, and experiences of peer supervision. Finally, the primary and subordinate themes identified from the TA is presented to explore the positive experiences of teachers who have used peer supervision within schools.

Chapter Four: Findings

4.1 Chapter Overview

This chapter is divided into two sections and reflects the sequence of the mixed methods design and presents the analysis and findings from the initial quantitative phase followed by the qualitative phase.

Firstly, participant characteristics and demographic information were analysed using descriptive statistics to gain insight into the current school context of those sharing their perceptions and experiences of peer supervision within schools. Secondly, findings that map onto the research questions and research hypotheses were explored using a combination of descriptive statistics and inferential statistical testing. In response to RQ1 of the research, the findings relating to teachers' experiences of peer supervision are presented and analysed to provide insight into how peer supervision is delivered, embedded and received by teachers in schools. To respond to RQ2 of the research, questionnaire responses from the second and third section of the questionnaire regarding the way teachers define, understand, and perceive the impact of peer supervision in schools is discussed. Data relating to the impacts of peer supervision is presented, such as perceived wellbeing effects of supervision and is compared to RQ3 and H_1. Secondly, the four primary themes and eleven secondary themes that were identified in the qualitative analysis are presented. This section will consider RQ1, RQ2, and RQ3 through the presentation and exploration of teachers' views through the themes of (1) the purpose and focus of peer supervision, (2) power and group dynamics within peer supervision, (3) peer supervision as a space for supporting teacher wellbeing and (4) coordinating and embedding peer supervision within a school system.

Throughout this chapter both the quantitative and qualitative findings are synthesised separately using an interpretive lens. Critical analysis and integration of the quantitative and

qualitative analysis will take place in Chapter Five, where research findings will be combined

with the identified literature and critically discussed.

4.2 Quantitative Phase

4.2.1 Sample Within the Quantitative Phase

Initially, n = 68 teachers started the questionnaire. Entries from individuals who did

not meet the inclusion criteria (Please see Table 4 in Chapter 3.1.5) were identified during

initial analysis and removed (n = 2). Questionnaires that included missing data were

identified (n = 18). Data that included non-response to a whole section or the failure to reach

the end point of the questionnaire were removed and withdrawn from the study (n = 11).

Therefore, the questionnaire included a sample of n = 55, a response rate of 80.89%. Some

questionnaires included item non-response where a participant missed or skipped an item (n =

6). There was no identifiable pattern to the item non-response. Due to the modest sample size,

pairwise deletion was adopted to minimise the loss of data, maximise the statistical power,

and reduce the chance of accepting a hypothesis in error (Field, 2013).

4.2.2 Teacher Demographics

Below is a summary of the demographics of teachers who completed the

questionnaire. From the 55 teachers who completed the questionnaire, 98.2% of the

participants identified their ethnicity as White British (n = 54). The most frequently identified

gender was female (80%). Regarding disability, 10.9% of the teachers in the sample

identified as a disabled person or as a person experiencing a health or medical condition that

is disabling (See Figure 5).

Figure 5

Diversity of Teacher Characteristics
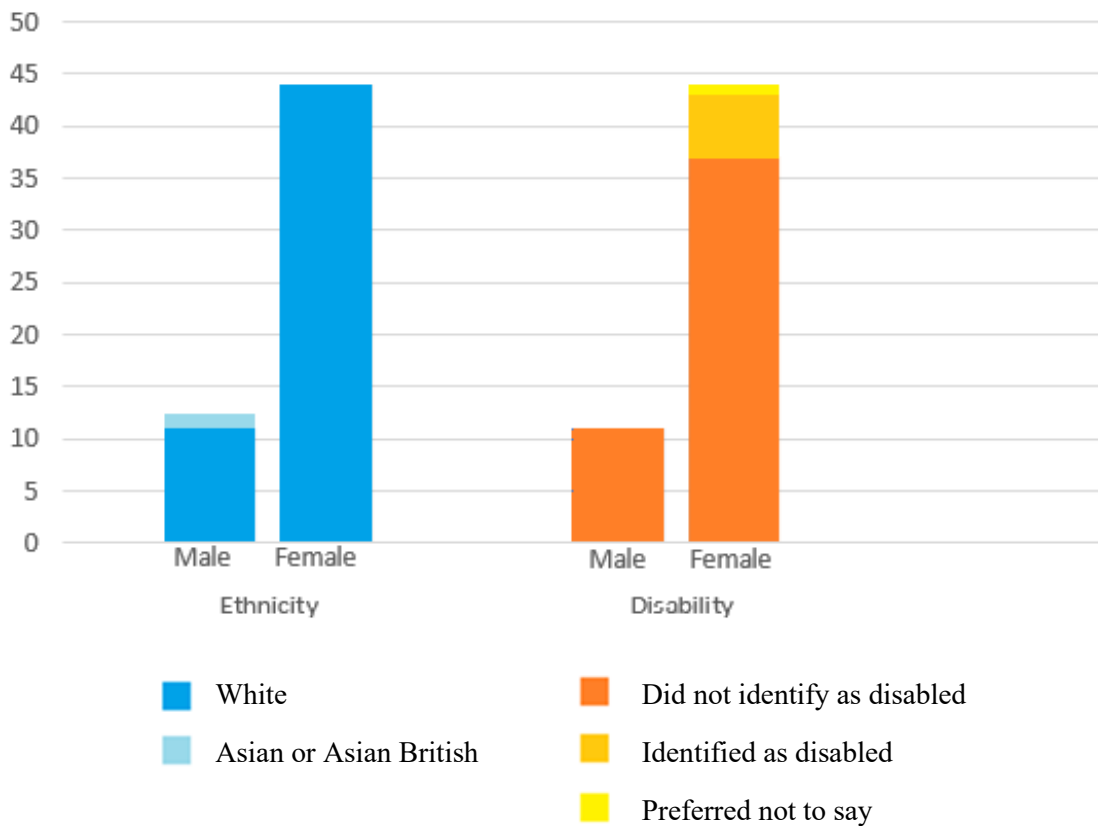
Table 7 shows that 87.2% of the teachers had 5 years or more teaching experience with the mode value being 11 years or more, most held additional teaching responsibilities in middle management (52.7% of respondents), and mostly taught students aged 11-18 years-old at secondary schools (80% of respondents), full-time (80% of respondents).

Table 7

Variation in the Teacher Role of Whom Completed the Questionnaire.

Teacher demographics		Frequency	Percent	Mo
School setting	Infant	1	1.8	Secondary
	Junior	1	1.8	11-18
	Primary	6	10.9	
	Secondary 11-16	7	12.7	
	Secondary 11-18	37	67.3	
	Other	1	1.8	
Employer	Local authority	40	72.7	Local
	Independent	2	3.6	authority
	Multi-academy trust	12	21.8	
	Other	1	1.8	
Teaching	1-2 years	2	3.6	≥11 years
experience	3-4 years	5	9.1	
	5-6 years	2	3.6	
	7-8 years	7	12.7	
	9-10 years	7	12.7	
	≥11 years	32	58.2	
Additional	None	15	27.3	Head of
teaching	Not anymore	3	5.5	Department
responsibilities	Head of Department	22	40*	
held	Whole school coordinators	2	3.6	
	Directors of learning	3	5.5*	
	Whole school responsibilities	4	7.3	
	Professional tutor	2	3.6*	
	Head of Year	1	1.8*	
	Head of faculty	1	1.8*	
	Pastoral	2	3.6	
Contract	Full-time	44	80.0	Full-time
	Part-time	11	20.0	

*Middle management

4.2.3 RQ1: What are Teachers' Experiences of Peer Supervision in Schools in the UK?

Teacher experiences were explored throughout the second section of the questionnaire to respond to the first research question "What are teachers' experiences of peer supervision in schools in the UK?".

Table 8 highlights areas of support that have been seen and experienced by the teachers who completed the questionnaire.

Table 8

Models of Support Seen Adopted Within the School Environment.

Models of support identified	Frequency	Percentage
Mentoring	41	17.7
Appraisal	42	18.1
Coaching	38	16.4
Performance management meetings	36	15.5
Teaching triads	19	8.2
Scheduled check-ins	9	3.9
Reflective spaces	2	0.9
Wellness champions	9	3.9
Work discussion groups	17	7.3
Motivational interviewing	0	0.0
Supervision (Supervisor and supervisee)	7	3.0
Group supervision (Facilitated by supervisor)	1	0.4
Peer Supervision	7	3.0
Other	4	1.7

Although the appraisal process was identified as the most frequent model of support within schools (18.1%), mentoring, coaching, and performance management meetings were also frequently identified. Together, these replies made a combined frequency of 67.7% of all teacher responses.

Teachers were also asked to identify teaching roles within their current or previous school settings who have been observed or known to have currently or previously received supervision or peer supervision (See Figure 6 below).

Figure 6

School Roles Receiving Supervision or Peer Supervision Identified by Teachers.
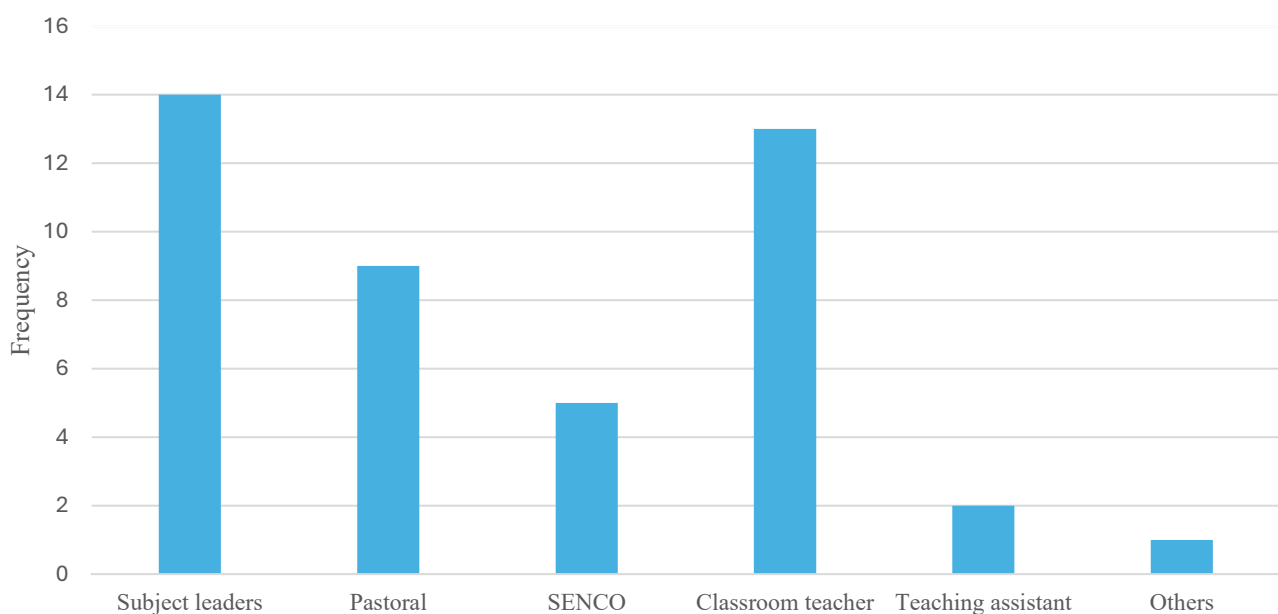
Teachers most identified classroom-based practitioners as staff who have had received supervision within their schools. The combined frequency of subject leaders and classroom teachers made up 49.1% of responses.

At the end of the second section of the questionnaire teachers were asked to identify whether they had or had not experienced supervision or peer supervision within their current role or previous roles by answering a yes or no question. If teachers answered "yes", they were redirected to five additional questions regarding their experiences of receiving supervision or peer supervision. From the total sample (n = 55), 19 teachers identified themselves as having experienced supervision or peer supervision within a school setting (34.6%). Figure 7 below explores their experiences of supervision delivery.

Figure 7

Delivery Model of Supervision and Peer Supervision Experienced by Teachers.
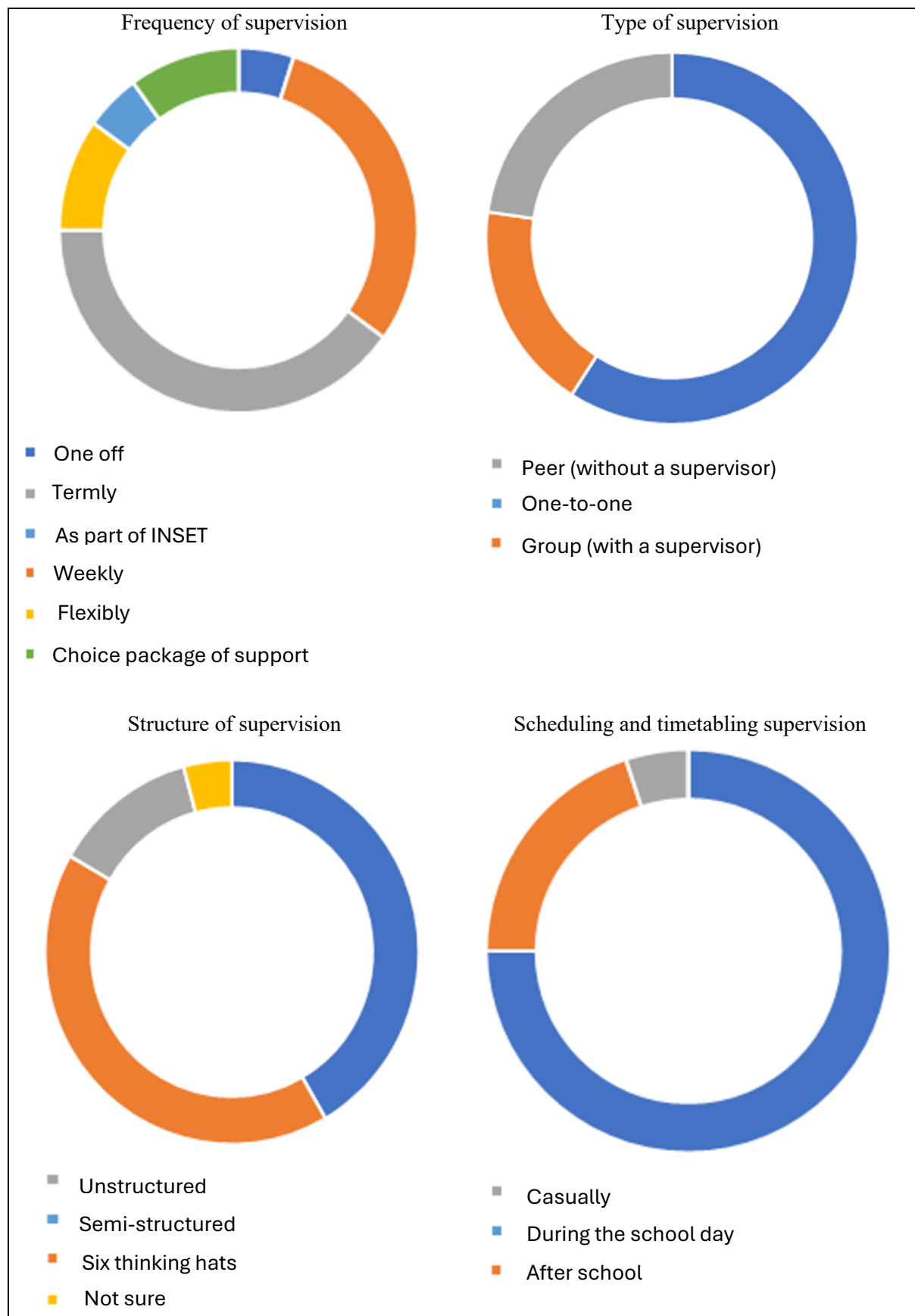
Teachers identified the most common delivery model of supervision as one-to-one (59.1%), unstructured or semi-structured sessions that took place within the school day once a term (75%, 75%, 40% of responses, respectively). Only 22.7% of teachers identified peer supervision as a structure they had experienced. Furthermore, all teachers described the sessions as being supervised, either by external professional (30% of responses) or their line managers (70% of responses). Please see Appendix R for a frequency table).

4.2.4 RQ2: What are Teachers' Perceptions of Peer Supervision in Schools in the UK?

Teacher perceptions were explored throughout the third section of the questionnaire. This section of questions responded to the second research question "What are teachers' perceptions of peer supervision in schools in the UK?"

The whole sample (n =55) had the opportunity to complete questions that allowed them to share their perceptions of peer supervision. Responses were analysed using descriptive statistics. Table 9 identifies the teachers' perceived purpose of peer supervision as identified from a list of prepared statements found within the questionnaire. There was no limit on the number of statements a teacher could check.

Table 9

Perceived Purpose of Peer Supervision

Purpose of supervision	Total Frequency	Percentage
A place to reflect	23	41.8
Problem solving	25	45.5
Enhance learning and practice	31	56.0
Receive pedagogical advice	24	43.6
Connection and belonging with peers	10	18.2
Evaluation of teaching practice	26	47.3
Monitoring of practice	29	52.7
Quality assurance	27	49.1
Learning and practice	7	12.7
Supporting the emotional effects of work	16	29.1
Advice on managing workload or resources	29	52.7
Socialising with peers	20	36.4
Goal setting	20	36.4
Challenge inappropriately patterned ways of coping	8	14.5
Celebrate strengths and accomplishments	26	47.3
Not sure	6	10.9

Table 9 shows that teachers perceived peer supervision as having several purposes. Although the mode response was to 'enhance learning and practice' (56% of respondents), two other items were identified by more than 50% of the teachers who took part in the questionnaire, 'advice on managing workload and resources' and the 'monitoring of practice' (52.7% and 52.7%, respectively).

In section 4 of the questionnaire (See Appendix J), teachers were asked to consider their preference in using peer supervision within their schools in the future. Teachers read several statements and recorded their agreement on a 5-point Likert scale (1 = Strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, and 5 = strongly agree). Teachers were asked whether peer supervision would be a valuable space for reflection,

would benefit their practice, and whether they would like their school to offer peer supervision and training as part of their role.

Initially the sample was split into teachers who identified themselves as having experienced peer supervision (n = 17) and those who had not experienced peer supervision (n = 24). However, inferential statistical testing demonstrated that the perceived differences were statistically non-significant and could not be explained beyond the possibility of chance (Please see Appendix S for more detail regarding the statistical test used). Therefore, the null hypothesis of 'there is no difference in item scores related to perceptions of using peer supervision of those teachers who have experienced peer supervision ($\mu1$) and those teachers who have not experienced peer supervision within a school setting ($\mu2$) who participated in the questionnaire ($\mu1 = \mu2$)' was accepted. Therefore, perceptions and preferences of peer supervision were considered singularly as one group.

Figure 8 presents the responses from the whole sample and demonstrates a high level of agreement and strong agreement across the four items, Mdn = 4.00 (SD = .762), 4.00 (SD = .737), 4.00 (SD = .834) and 5.00 (SD = .720), respectively.

Figure 8

A Boxplot Diagram Summarising Teacher Perceptions of Using Peer Supervision in the Future
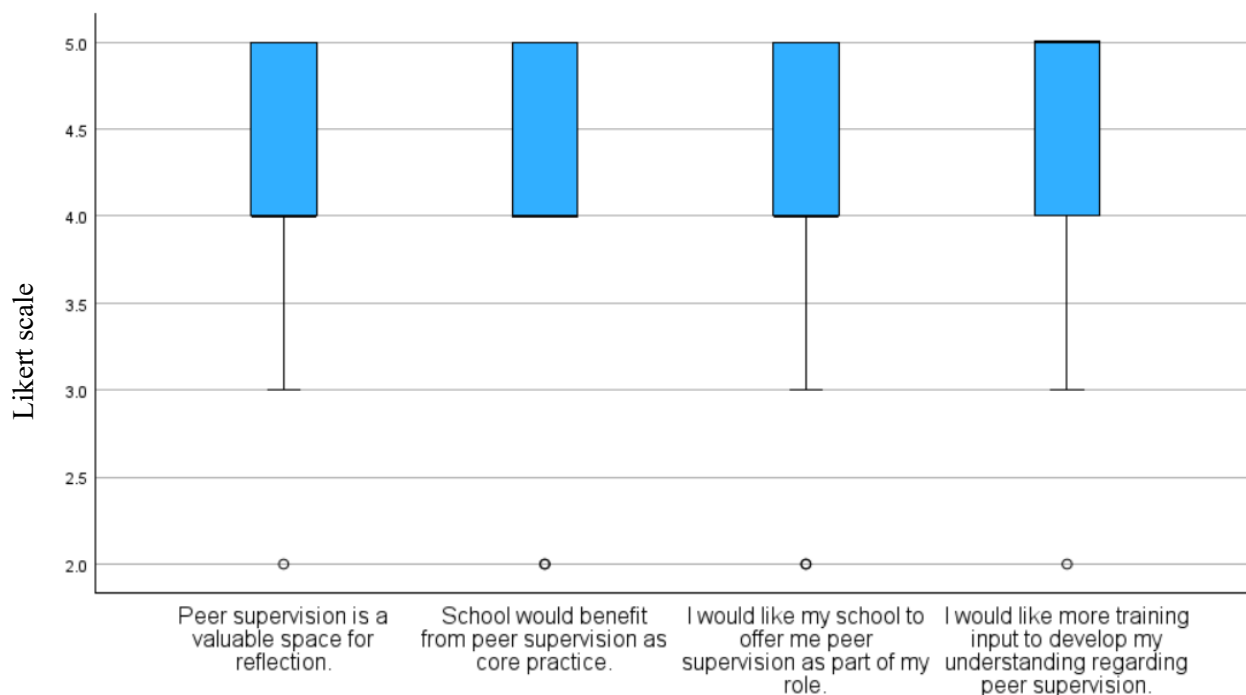
4.2.5 RQ3: What are the Positive Impacts on Teachers who have Participated in Peer Supervision in the UK?

The positive impacts of peer supervision on teachers' perceived wellbeing were explored throughout the fourth and final section of the questionnaire. Items related to this scale responded to the third research question "What are the positive impacts on teachers who have participated in peer supervision in the UK?" and the research hypothesis, 'H_2 = There is a difference in wellbeing scores of those teachers who have experienced peer supervision within a school setting (μ1) and those teachers who have not experienced peer supervision within a school setting (μ2) who participated in the questionnaire (μ1 $\neq$ μ2).

The items within the questionnaire related to managing stress, coping with challenges, perceived networks of support, fulfilment, autonomy and control, and adequate resources to cope with demands. These were tested for validity using principal axis factor analysis and

reliability using Cronbach's alpha. The items were confirmed to load onto one singular factor, meaning they could be considered as a robust collection of items to measure wellbeing (Please see Chapter 3.5.7.2 for more detail).

Teachers read six statements and recorded their agreement on a 5-point Likert scale (1 = Strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, and 5 = strongly agree), where a higher number indicated a higher sense of psychological wellbeing.

Table 10 summarises central tendencies of the average Likert scores of the wellbeing scale for teachers who have and have not experienced peer supervision.

Table 10

Wellbeing Scores for Teachers who have and have not Experienced Peer Supervision.

Construct	Whether the participant had received supervision	Sample size (n)	Mdn. (SD)
Wellbeing total score	Yes	17	4.43 (1.56)
	No	27	3.87 (2.48)

Average median scores for teacher agreement to wellbeing statements were strong to very strong for teachers who have experienced peer supervision and moderate-to-strong for teachers who have not experienced peer supervision. Inferential statistical testing was used to investigate whether the difference between the two groups was statistically significant and can be explained beyond the possibility of chance. Parameters of parametric testing was considered. Normality of the data was measured using the Shapiro-Wilk test (SW) due to its robustness on data sets that include conditions smaller than n = 50 (Mishra et al., 2019). Although the SW indicated that the data was normally distributed for the total wellbeing scores of those teachers who had received supervision, *p* = .69 and for those teachers who had

not experienced supervision, $p = .35$, a non-parametric test was chosen due to the ordinal

nature of Likert scales. A Mann-Whitney U test revealed that total wellbeing scores were

significantly higher for those teachers who had experienced supervision (Mdn = 4.43, n =

17), compared to those teachers who had not experienced supervision (Mdn = 3.86, n = 27),

$U = 144.00$, $z = -2.07$, $p = .039$, with a medium effect size, $r = .41$.

Therefore, the null hypothesis, '$H_0 =$ There is no difference in wellbeing scores of

those teachers who have experienced peer supervision ($\mu1$) and those teachers who have not

experienced peer supervision within a school setting ($\mu2$) who participated in the

questionnaire ($\mu1 = \mu2$)' was rejected and the alternative hypothesis, '$H_2 =$ There is a

difference in wellbeing scores of those teachers who have experienced peer supervision

within a school setting ($\mu1$) and those teachers who have not experienced peer supervision

within a school setting ($\mu2$) who participated in the questionnaire ($\mu1 \neq \mu2$).', was accepted.

4.3 Qualitative Phase

The qualitative phase of the findings responds to the experiences, perceptions, and

positive impacts for teachers who have participated in peer supervision in the UK.

4.3.1 Participants

Initially, a total of n = 9 teachers expressed an interest in participating in the

qualitative phase of the study and chose to opt-in to receiving further information. From the

initial sample, n = 2 teachers did not respond to initial communications and n = 1 teacher was

unable to schedule an interview within the data collection period and withdrew their interest

in participating. Therefore, the qualitative analysis included a sample of n = 6. Participants

were anonymised. The sample included a range of teaching experience (3-24 years). All but

one teacher worked within a secondary school setting. The sample included a range of roles,

responsibilities, and experience in receiving peer supervision (please see Table 11).

Table 11

A Summary of Participants' Characteristics

Participant Pseudonym	Teaching Experience (years)	School setting	Teaching and learning responsibilities	Experiences of supervision
Teacher A	19	Secondary 11-18	Head of faculty	Coaching, Triads, and Informal peer supervision.
Teacher B	14	Secondary 11-16	Classroom teacher	Coaching, Triads, Group appraisal teams, and Informal peer supervision.
Teacher C	3	Primary	Subject leader	Buddy peer groups
Teacher D	24	Secondary 11-18	Subject coordinator and mindfulness practitioner	Coaching and Informal peer supervision.
Teacher E	15	Secondary 11-18	Classroom teacher and learning coach	Group coaching and informal peer supervision.
Teacher F	15	Secondary 11-18	Classroom teacher	Informal peer supervision

4.3.2 Data Analysis of the Qualitative Phase

A thematic analysis following the 6-stage approach of Braun and Clarke (2013) was

implemented. First the interviews were transcribed, re-read to ensure familiarity, and coded

systematically using a complete coding approach (See Chapter 3.6.3 for more detail and

Appendix M for sample transcript). Similar coding was collated in a matrix table and was

used to identify patterns and to facilitate theme development (See Appendix N for sample

coding matrices table).

4.3.3 Themes

Four primary themes were identified from the thematic analysis: 'The purpose and

focus of the peer space, 'peer supervision as a space for supporting teacher wellbeing',

'power and group dynamics within peer supervision', and 'coordinating and embedding peer

supervision within a school system'. Figure 9 shows a thematic map demonstrating the

relationship between the primary themes, secondary themes, and research questions.

Figure 9

A Thematic Map Highlighting the Relationship Between the Research Questions, Primary Themes, and Secondary Themes.
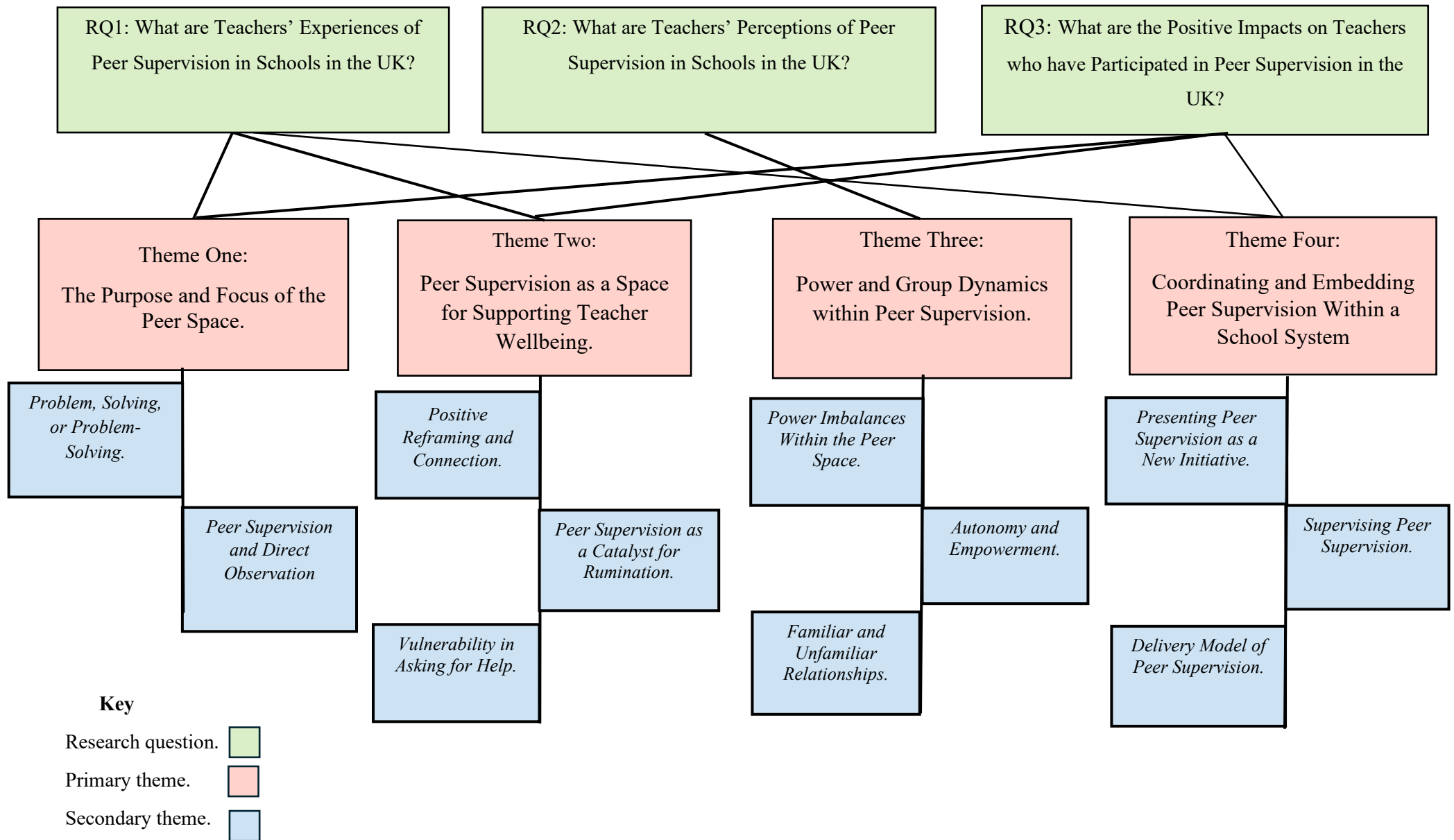
4.3.3.1 Theme One: The Purpose and Focus of the Peer Space.

This theme is defined by the participants' perceptions of peer supervision and focused on how teachers define and construct meaning around the experience and function of peer supervision within schools. Teacher views related to identifying problems, being directly observed, problem-solving, and receiving solutions is presented.

4.3.3.1.1 Problem, Solving, or Problem-Solving.

Teachers seemed to attach great importance to the process of peer supervision "I would put myself out there and say I've learned more from peers than I have from leadership" (Teacher D), identifying peer supervision as a type of continuous professional development used to support teaching and learning through the process of problem solving. Despite this commonality, teachers constructed problem-solving in different ways. Some teachers considered it as a two-stage process in which a teacher brings a problem that they cannot solve themselves and then receives a solution to take away with them:

> "If I have a problem then I'm stuck, and I don't know how to solve it myself. Therefore, I bring the problem and then the seven very experienced brains give me a solid answer in a very proactive and efficient way. If I already knew the answer, I'd be wasting my time" (Teacher A).

Others emphasised the process of problem solving within the peer space in a more open and flexible way. For example, some teachers emphasised the benefits of a space in which they could understand a problem or have a question or concern validated. Teachers expressed different views on how solutions should be communicated. For instance, having a space: to talk through a pre-perceived solution; being supported in reaching the solutions themselves; or receiving a range of next steps that they can choose from were all discussed:

"You might not be sure what the problem is, but saying it aloud makes

it make sense […] the group is a sounding board that nods and listens

and says "yes that's a problem, what would you like? How can we help?

and sometimes that's enough for me and sometimes I ask for a plan of

action" (Teacher B).

Although many of the conversations discussed the purpose of peer supervision

through the outcomes it achieves, teachers also emphasised the benefits of the space itself,

highlighting the collaborative process of developing a shared understanding of a colleague's

experience through different perspectives, "It's transformational, in that it allows you to see

new things, brilliant things collectively, together. Even from new [teachers], everyone adds to

the pot" (Teacher D). Teacher views highlighted a duality the space creates, refocusing

teachers' attention on practice that has become autonomic as well as creating a place for

introspection, evaluation, and reflection, "It stops me sleepwalking, I'm sharing, listening,

and thinking at the same time, the reflection is invaluable" (Teacher B).

4.3.3.1.2 Peer Supervision and Direct Observation.

All teachers discussed their perceptions of direct observation and its role within

supervision. Although some teachers highlighted concerns about how direct observation can

be: a source of stress; can lead to judgement; and is traditionally used for performance

management, many discussed positive experiences of direct observation when it was led by

the teacher, was a short snapshot of the lesson, and preceded the peer supervision session.

Teachers highlighted the necessity of direct observation in identifying currently

undetected problems as well as creating a shared experience between other teachers that can

increase the efficiency in sharing a problem within the peer supervision space later, and

equips the observer with positive examples, helps re-focus negative conversations, and creates opportunities to affirm teacher's positive self-views of practice.

> "How else would I access those problems that I haven't seen? I'm busy
>
> teaching. Besides, teachers are unreliable narrators, we notoriously see
>
> and judge our practice with pessimistic glasses, it's ingrained. What we
>
> might consider to be the problem, or the challenge isn't. We need
>
> another pair of eyes […] besides, it's nice to have another adult see our
>
> practice and it feels good to hear something went well that I thought
>
> went well" (Teacher E)

4.3.3.2 Theme 2: Peer Supervision as a Space for Supporting Teacher Wellbeing.

This theme is defined by teachers' experience of peer supervision as a space to support wellbeing. The way in which the space can be structured to emphasise strength-based practice, connection with peers, and self-esteem is first presented. The theme then goes on to present teachers' concerns related to rumination around whole school problems and the barriers related to asking for help.

4.3.3.2.1 Positive Reframing and Connection.

Although some teachers held the view that the space can only be effective when focusing on one aspect of support, "if you chase two rabbits you lose both, you can't focus on teaching and wellbeing" (Teacher A), many valued the way in which peer supervision can actively support teacher wellbeing, both informally at the beginning of the peer supervision meeting as well as embedded throughout:

> "You put teachers in a room, we talk [laughs]. It's good to get that
>
> pressure out before we share a problem, but sometimes I bring a

teaching and learning issue that is also affecting my wellbeing, such

as work-life balance, and it helps" (Teacher D).

Teachers identified the benefits of a space that emphasised and championed a strength-based focus, and discussed the impacts positive reframing could have on confidence, self-esteem as a practitioner, contentment, and staff retention:

"The people we are most hard on is ourselves, sometimes I come home

and I think, "can I do this any longer? I'm a crap teacher". If you have

to go to a meeting having to tell people about successes it reminds you

that, you know, you're doing something right. You feel good walking

out of that room." (Teacher F)

Teachers discussed how school buildings and classrooms can be isolating. Teachers highlighted how even breaktimes can place work commitment on teachers, such as duties, marking, and one-to-ones with students. Teachers consistently acknowledged the secondary benefits of peer supervision related to connection, valuing the opportunity to talk to adults, check-in with peers, and interact with teachers from other departments:

"The majority of the time you are the only adult in the room, you're on

your own. It is nice to have contact outside of my space and have

conversations with colleagues I don't normally have a chance to see.

It's a positive space and I look forward to it every week, it tops me up".

(Teacher E)

4.3.3.2.2 Peer Supervision as a Catalyst for Rumination.

Although teachers emphasised the benefits of group discussion and the opportunity to acknowledge shared difficulties, teachers also discussed the potential negative impacts of opening an unstructured peer space to support wellbeing. Teacher's highlighted concerns that

uncontrolled rumination within the peer space could spiral and lead to a negative transference

of problems and have undesirable effects on teachers' wellbeing, especially when dealing

with shared issues, such as school-wide problems:

> "People can moan, and moan and they can get grumpier. I can go [to
>
> peer supervision] in a decent mood and a mood-hoover is in there
>
> moaning, I end up coming out and feeling the same. It hypes you up,
>
> you end up jumping on it yourself and moaning about something
>
> similarly annoying." (Teacher B)

Teachers highlighted how "having someone in there whose role it is to steer the

discussion in a positive direction, like a positive facilitator would be good" (Teacher F).

However, concerns related to the rumination of problems was a continued theme throughout

the discussions of implementing a peer supervision space within their schools.

4.3.3.2.3 Vulnerability in Asking for Help.

Teachers described being reluctant to ask for help due to the stigma associated with

the words support and supervision. This was explained through a legacy of teacher rated

performance management and the use of 'support plans' being used within disciplinary

actions. Although teachers discussed strong support processes for trainee teachers, these

processes of support were described as abruptly removed after achieving qualified teaching

status. The way in which teachers developed their personal construct of support

synonymously with coping and competence was mostly described in less experienced

teachers.

"Asking for help is like admitting you're not coping well for some

people. It's probably why attrition rates after five years is so poor for

teachers. After training, teachers feel like they should be able to do the

job. It's sad really, you never master the job, you're always learning,

we always need help". (Teacher D)

4.3.3.3 Theme Three: Power and Group Dynamics.

This theme is defined by teachers' perceptions and experiences of power and

hierarchy within peer supervision. This theme presents the way in which teachers define the

way in which power imbalances can exist across members of the group and how it can impact

a teachers' sense of autonomy, empowerment, and trust within the peer space.

4.3.3.3.1 Power Imbalances Within the Peer Space.

Throughout the interviews teachers seemed to be very aware of the presence of power

imbalances within peer supervision and were most aware of how senior positions could

influence the space. Although some teachers felt that a level of seniority could help enable a

whole-school initiative, such as peer supervision and facilitate change, many worried about

the power imbalances it would create in the peer space and discussed several negative

experiences involving line-managed group supervision. These included the consequences of

not following solutions suggested by senior leaders as well as the security of sharing whole

school concerns. See excerpts below:

"Organising whole school support is a senior leadership role and some

part of me wants them there so they can understand what is happening

on the ground, they're the ones who can make change. But middle

management aren't our peers. Their involvement often is to improve

their skills as leaders, not to help the boots on the ground and it is not

fair for less experienced staff". (Teacher D)

"It feels dangerous sharing with line managers, especially if the

problems you are having is because you have forgotten to do

something or initiate something. You feel judged, so I just didn't

share," (Teacher E).

As discussions furthered, teachers recognised power imbalances throughout other

aspects of peer supervision, detailing the actual and perceived reputation of a teacher, their

experience, and the relationship those peers might have with other teachers in the school.

Although equity and shared experience was cited by teachers within the interviews,

contrasting views were also shared that highlighted the benefits that can be gained from

differing experience:

"Some of the best ideas I've ever received was from a trainee teacher

who I taught when they were a student. I have nearly fifteen years'

experience but you can learn a lot from the green ones, the ones that

aren't jaded yet." (Teacher B)

4.3.3.3.2 Autonomy and Empowerment.

Another reoccurring theme centred around a teacher's sense of choice and control in

response to how the peer space was used. Teachers tended to consider peer supervision that

felt 'done to them' less useful than sessions which were led by the supervisee, "It's all sort of

coming from me and it's quite an organic sort of thought process, that's what I call valuable"
(Teacher A). Teacher's value of the peer space seemed to come from moments in which the
group encouraged a sense of possible change, "When you have a group of colleagues who
can make you believe that you can make change, even just for a moment, that's inspiring
stuff" (Teacher D). However, teachers stipulated that to achieve this the people you choose to
engage with within the space is important.

4.3.3.3.3 Familiar and Unfamiliar Relationships.

Teachers spent a lot of time discussing the dynamics of teachers who would form an
effective peer group for supervision. Teachers demonstrated contrasting views. Whereas
some teachers considered peers who they considered friends would be ideal because of the
initial safety they would experience when sharing their views and the efficiency that would
be quickly established due to familiarity with teaching practices, others considered the
benefits of less familiar peers. For instance, some teachers acknowledged that a high level of
comfort is not always the most effective space for problem solving and reflection and
considered peers who might be able to offer criticality and differing perspectives that cannot
be accessed within the same department might be useful. The excerpts highlight this contrast
in views:

> "I would go with friends. My time is precious, and I would want
> someone who knows how I work and can immediately identify what I
> need. If someone didn't know me, they might suggest things that
> weren't useful, and I can't imagine anything more frustrating."
> (Teacher E)

> "I'd want a critical friend type. You can't always hear sunshine and
>
> rainbows, I wouldn't want someone stroking my ego or someone I've
>
> already sought help from already, so it would need to be someone
>
> different, from a different department, with a different perspective."
>
> (Teacher F)

4.3.3.4 Theme Four: Coordinating and Embedding Peer Supervision Within a School System.

This theme is defined by teachers' perceptions and experiences of how peer supervision could be embedded into whole school practice. The way in which teachers perceive a successful delivery model of peer supervision within their schools is presented. Contrasting views and potential barriers are discussed.

4.3.3.4.1 Presenting Peer Supervision as a New Initiative.

Teachers demonstrated contrasting views and uncertainty when it came to considering how peer supervision could be embedded successfully into their school system. Although some teachers were able to consider the socio-political benefits of peer supervision, "we are in crisis, retention, recruitment et cetera. I think this would build support, community" (Teacher F), others communicated a tentativeness due to their experience of barriers within the organisational cultures of schools, "we see new initiatives come and go, nothing is embedded, evaluated, or adapted. Instead, the next sticking plaster is rolled out. How can we make sure [peer supervision] is different?" (Teacher B). Teachers agreed that the way in which peer supervision is presented in schools needs to be considered carefully by senior leaders to ensure its effectiveness.

Although teachers highlighted the high value that is placed on whole-school, mandatory initiatives, teachers highlighted the increased autonomy that is achieved through a

voluntary approach and the improved chance of removing stigmas related to a legacy of appraisals, assessments, and performance managed initiatives:

> "The moment it is CPD it is checked, it is a form of assessment that if
>
> not completed can lead to punitive action, it would need to be voluntary
>
> otherwise you would have a room full of people who didn't want to be
>
> there." (Teacher E)

However, teachers were aware that a voluntary initiative could lead to a low uptake due to teacher pressures on time and capacity, "I teach 43 hours out of a possible 50, I have 3 after-school clubs. There are other things I must do, not want to do, must do. Unfortunately, we are clinging on, and stuff like this is what usually gives" (Teacher D).

Teachers discussed the need for the presentation of peer supervision within schools to be valued, flexible, and not place additional pressures on time or capacity:

> "Throughout the year we want you to attend three of these things. There
>
> will be slots after school and within CPD time that you can choose from.
>
> That way it is important enough that we think you should all engage in
>
> it but engage in it when it works for you." (Teacher B)

4.3.3.4.2 Supervising Peer Supervision.

Teachers highlighted several logistical issues with coordinating a group space without a person within that group who organises it. Although operationalised in different ways, teachers highlighted the need for a supervisor to oversee, guide, and lead the peer space. Teachers considered that the person adopting this role would need specific training and could not be a non-teaching member of staff or an outside professional:

"They need to be a member of the team, don't they? Otherwise, they

are not a peer. They would need a lot of training because managing a

group of peers, teacher peers, would need a lot of skill to ensure it was

useful for everyone, but they do need that shared ground". (Teacher A)

Teachers discussed the desire for a supervisor to be able to present options or different

approaches for the supervisees in the group. Although some teachers wanted the supervisor to

hold expertise and to impart knowledge, others considered the role as a facilitator that guides

the group to support an individual in reaching their desired solution.

"A good supervisor knows when someone needs direct instruction or

guided conversation [...] they let you reach the conclusion yourself;

they can manage any ruckus within the group and can ensure that

everyone who wants to share has a voice. A good one does that without

you even noticing." (Teacher E)

4.3.3.4.3 Delivery Models of Peer Supervision.

Although the teachers unanimously preferred in-person meetings compared to online

sessions, the preferred format of the sessions varied considerably. Most teachers had

experienced peer supervision through an unstructured model, accompanied by ground rules

and valued the choice of the process being guided by the individual presenting a problem.

Although, some teachers acknowledged the benefits of a structured model that guided and

regulated the group throughout the process, some teachers highlighted the limitations in

constricting creativity and not fulfilling all needs. "My thoughts can be messy and don't

always fit into a box. I'm not sure how I feel if my thoughts were flowing, and someone

shouted "time". But it might work for some people and I'm curious to see it" (Teacher E).

Teachers highlighted a range in preferred frequency for peer supervision but agreed that too

frequent or far apart and the sessions will not be valued, "If [peer supervision] is too far apart, you, kind of, lose all the momentum and ideas. Every half term works. I think teachers would welcome that. Worthwhile but not too time consuming" (Teacher F).

Teachers highlighted several barriers related to timetabling peer supervision within their schools. Although many voiced the preference for shared free periods and protected time, the difficulties in scheduling a group of teachers with different timetables, responsibilities, and working days was very evident:

> "Some colleagues in my department I don't see for two weeks because my timetable doesn't match up with theirs. If it was before school I'd be thinking "I have to teach Year 9 next". After school would work, it would be a nice way to clear my problems before I went home".
> (Teacher E).

4.4 Summary of the Chapter

In this chapter the findings from the quantitative and qualitative phase of the study were presented. The quantitative results were analysed using descriptive statistics and inferential statistical testing and were then mapped onto the three research questions. The qualitative findings were analysed using thematic analysis and were presented visually using a thematic map. The four themes and eleven secondary themes were presented and discussed.

In the next chapter, quantitative and qualitative findings will be integrated and critically discussed with reference to the current context and relevant theories introduced in Chapter one and the research base identified in Chapter two. Finally, the next chapter will address the limitations of the findings and present the implications for further research.

Chapter Five: Discussion

5.1 Chapter Overview

The final chapter will integrate the quantitative findings collected from the teacher questionnaire and the qualitative themes that emerged from the thematic analysis of the teacher interviews.

First, the integrated findings are presented in relation to the three research questions 'RQ1: What are teachers' experiences of peer supervision in schools in the UK?", "RQ2: What are teachers' perceptions of peer supervision in schools in the UK?" and "RQ3: What are the positive impacts on teachers who have participated in peer supervision in the UK?". These research questions are discussed in line with the relevant literature, psychological theories, and the current context of the teaching profession in the UK, which has already been described in chapters one and two. Secondly, methodological considerations and limitations are discussed. Thirdly, the implications of the research and future next steps are presented, discussing possible next steps for teachers, EP practice, ITT and senior leadership teams in schools. Finally, the chapter concludes with the authors personal reflections and a conclusion of the overall research.

5.2 RQ1: What are Teachers' Experiences of Peer Supervision in Schools in the UK?

Data analysis from the quantitative and qualitative phase is integrated below and discussed in context of the current literature outlined in previous chapters. This discussion responds to RQ1: What are teachers' experiences of peer supervision in schools in the UK?

Firstly, the findings that captured an understanding of those teachers within the study who have received and have not received supervision are discussed. Secondly, the results are summarised with regard to the purpose of peer supervision and compared with the literature. Finally, the experiences with the different delivery models are discussed.

5.2.1 Which Teachers are Experiencing Supervision and Peer Supervision?

The samples of teachers within the study demonstrated variations from the average teacher demographics within the UK when compared to government statistics and the literature. The integrated results demonstrated a high level of teaching experience, additional responsibilities, and a higher proportion of teachers who identified as disabled. These variations highlight insights into the experiences of supervision and peer supervision within schools.

For instance, from the 55 teachers who completed the questionnaire, 34.6% of teachers considered themselves to have experienced supervision within their current or previous educational or non-educational role and only 3.4% of those experiences were considered by the teachers as group or peer supervision. Although this figure is comparable to studies such as Lawrence (2020), which identified 40% of respondents having experienced supervision, it is important to note that 66% of their sample comprised of health care professionals, specialist teaching assistants, and headteachers, professions and job roles that are more likely to receive supervision as part of their role (Carroll, 2020; Hawkins & Shohet, 2012). Therefore, the 34.6% of classroom teachers identified in this study could be considered as higher than expected, highlighting a possible increased interest, knowledge, need, or access to supervision within educational settings at the time of the study.

The level of teacher experience throughout the sample (Mo = 11 years and over in the questionnaire, and $\bar{x}$ = 15 years in the semi-structured interviews) is far greater than the average experience of 6.6 years within the current teacher workforce (DfE, 2023a). As the literature suggests that early career teachers receive high levels of support in the form of mentoring and coaching (Fielden, 2005; Langdon, 2017), these findings highlight a potential

benefit that peer supervision can have in sustaining complex roles and additional

responsibilities that are often more prevalent in roles undertaken by more experienced

teachers (CUREE, 2005; Davies et al., 2020).

Interestingly, compared to the average prevalence in the UK, a higher proportion of

teachers identified themselves as disabled or as experiencing a health or medical condition

that is disabling (10.9% within the questionnaire and 33.4% within the semi-structured

interviews). Currently, this number of disabled teachers within the study is non-representative

of the UK population which is estimated to be 0.5% of the teaching workforce (DfE, 2023a;

Ware et al., 2021). This higher proportion may reflect a higher: interest in peer supervision;

knowledge regarding support processes; or need / access to support processes and wellbeing

provision within their school, reflecting an area for further research.

5.2.2 The Focus of Peer Supervision

The quantitative findings demonstrated that teachers perceived the focus of peer

supervision to be related to enhancing learning, monitoring practice, supporting workload,

and problem-solving. This emphasis reflects the experiences of teachers within studies such

as Rae et al., (2017), that highlight the influence that appraisal and performance management

still has on the experiences of peer supervision within schools. However, the qualitative

themes that emerged echoed the findings of Willis and Baines (2017) and Geeraerts et al.

(2015), which emphasised the importance of continuous professional development used to

support teaching and learning through the process of problem-solving.

5.2.2.1 Experiences of Identifying Problems in Peer Supervision.

Although themes such as, 'problem, solving, and problem-solving' and 'peer

supervision and direct observation' within the qualitative findings highlighted the importance

of a problem being validated in the peer supervision space and mirrored the identified

literature (Ellis & Wolfe, 2019; Gardner et al., 2022; Geeraerts et al., 2015; Rae et al., 2017; Willis & Baines, 2017), teachers' personal constructs of problem-solving differed in several, sometimes conflicting ways. For example, in terms of how a problem is identified and communicated, and how a solution is developed in the context of supervision.

All teachers discussed their experiences of direct observation and considered it an important role within problem identification. Although some teachers highlighted similar concerns found within the literature, that direct observation can be a source of stress and can lead to judgement (Gardner et al., 2022; Rae et al., 2017; Willis & Baines, 2017), many teachers discussed direct observation as the only way for problems to be identified in an objective and efficient way. This initial reliance on external views could highlight a lower confidence in some teachers' self-reflective practice and personal awareness skills. Alternatively, it could highlight the lack of experience in the benefits of practicing group reflective frameworks, that allow open discussion of what is known and not known to the self and to others (Oliver & Duncan, 2019; Rutter, 2007). Some teachers emphasised solution-orientated benefits to direct observation. For instance, the direct observation allowed the observer to identify positive examples, help re-focus negative conversations in the supervision space, and create opportunities to affirm teacher's positive self-views of practice. This exploration of a teachers' strengths and resilience mirrors some of the main principles of solution-orientated practice (Rees, 2017) and could be a helpful step prior to the peer supervision space if teachers have an initial low confidence in self-identifying strengths and resilience within their own practice.

5.2.2.2 Reaching Solutions in Peer Supervision.

The quantitative and qualitative results revealed a continuum of views related to the importance of solutions within peer supervision. Although some teachers valued the

efficiency of asking for advice and receiving expertise, such as the types of support offered in mentoring programmes for early career teachers, others valued the space that peer supervision provided to talk about what an ideal solution might look like; to be supported to reach the solutions themselves; or to be guided to next steps. All of which highlighted the collaborative process of developing a shared understanding of a colleague's experience through different perspectives. This person-centred and flexible process supports similar findings from the identified literature, such as Gardner et al. (2022), Geeraerts et al. (2015), Rae et al. (2017), and Willis and Baines (2017) and complements theoretical frameworks, such as solution-orientated practice that emphasises collaboration, small achievable steps, and the shared conception of a preferred future (Rees, 2017).

5.2.2.3 Delivery Model of Peer Supervision Experienced by Teachers.

The findings showed a large variation in the experiences of peer supervision when integrating the quantitative and qualitative findings. Although teachers identified the most common delivery model of supervision within their schools as one-to-one, semi-structured sessions guided by the individual presenting a problem within the quantitative phase of the study, the qualitative phases emphasised the experiences of peer supervision within a group setting. While some teachers acknowledged the benefits of a structured model to regulate the timing and focus of the supervision session, most teachers highlighted the limitations in constricting creativity and autonomy if rules were too rigid. These views highlight a possible lack of experience or low confidence in using structured frameworks within reflection and evaluation. Although this limitation was emphasised in the teacher views within studies such as Rae et al. (2017), the other identified studies within the literature review implemented structured supervision groups such as 'work discussion groups' (Ellis & Wolfe, 2019; Willis & Baines, 2017), 'reflective circles' (Gardner et al., 2022) and highlighted the benefits of focus, time, and equity the structures offered.

In the questionnaire, all teachers described their experience of peer supervision within school as being supervised, either by an external professional (30% of responses) or by a line manager (70% of responses). The qualitative results gave more detailed insights into these experiences. Although some teachers wanted the supervisor to hold expertise and to impart knowledge, others highlighted the importance of overseeing, guiding, and facilitating the peer space. Although teachers considered the role to need specific training, teachers voiced the importance of the facilitator being a peer, a teacher within their school, and not an outside professional. This sentiment was reflected in Rae et al. (2017) and contrasts with other views in studies such as Ellis and Wolfe (2019) and Willis & Baines (2017), that found teachers appreciated an independent facilitator as it allowed them to be honest in the contributions and feel safe due to the personal detachment from the issue.

These contrasting views are interesting to consider within the theoretical framework of containment (Bartle & Eloquin, 2021; Bion, 1962). The need to create a space where teachers can both feel vulnerable and safe to share a problem may need to be guided by someone who is familiar, secure, and belongs to the same membership group or works within the same system. However, the inclusion of a teacher facilitator may not offer the opportunity to have someone who is trained or skilled to navigate difficult experiences and facilitate meaning and sense-making in the process (Ellis, 2021).

5.3 RQ2: What are Teachers' Perceptions of Peer Supervision in Schools in the UK?

Data analysis from the quantitative and qualitative phase was integrated to discuss the findings in context of the current literature outlined in previous chapters. This discussion responds to RQ2: What are teachers' perceptions of peer supervision in schools in the UK?

Firstly, teachers' perceptions regarding the vulnerability of asking for support in a school setting and perceived power imbalances within peer supervision are discussed and

compared to the literature and theoretical frameworks, such as container-contained theory

(Bion, 1962). Secondly, teachers discussed group dynamics and familiarity of the peer group

as possible solutions to reduce the feelings of vulnerability and the risks of increased

rumination and negativity that could result from this. Finally, a discussion of teachers' views

regarding their perceptions of successfully integrating peer supervision into their school

setting is discussed in line with the literature and theoretical frameworks, such as solution-

orientated practice.

5.3.1. Vulnerability in Asking for Help

Perceptions of peer supervision highlighted contrasting, and sometimes conflicting

views, that demonstrated dual perceptions of peer supervision, both as a helpful and effective

space that reflected the purposes found within common peer supervision definitions (Borders,

2017; Hawkins and Shohet, 2012; Roberts, 2017), as well as a space that reflected

competency monitoring commonly associated with performance management and appraisal.

For example, in the questionnaire, teachers indicated that peer supervision serves the

following purposes: to improve learning and practice; a space for problem solving, a place for

reflection, a tool to support the emotional impact of the role and to acknowledge strengths

(56%, 45.5%, 41.8%, 29.1% and 47.4% of questionnaire responses respectively) and

purposes such as quality assurance, evaluation of practice and goal setting (49.1%, 47.3% and

36.4% of questionnaire responses respectively). Within the interviews, teachers described an

observed hesitance in asking for help because of the stigma attached to the words support and

supervision, which was explained by the use of 'support plans' as part of disciplinary

measures. The way in which teachers developed their personal constructs of support

synonymously with quality and competency was reflected in studies such as Rae et al. (2017)

and is an important teacher perception to consider in the implementation of peer supervision

within schools. If the peer supervision space is perceived as a threat or a judgement it is

unlikely that it will increase a teachers' capacity to manage difficult experiences and facilitate

meaning and sense-making (Ellis, 2021). This highlights the importance of the theoretical

framework of containment when considering the implementation of peer supervision in

schools and the importance of viewing teachers' views of peer supervision through a critical

realist lens.

5.3.2. Group Dynamics: Power Imbalances, Seniority, and Familiarity.

Throughout the interviews teachers seemed to be very aware of the presence of power

imbalances within peer supervision and were most aware of how senior positions could

influence the space. This is interesting when compared to questionnaire responses that

perceived peer supervision to be facilitated by a line manager or senior members of staff by

70% of the teachers who responded. This reflects possible differences in the way in which

peer supervision is distinguished from performance management by teachers who have and

have not experienced supervision or from those teachers who did and did not volunteer for

the interviews.

Although some teachers felt that a level of seniority could help enable a whole-school

initiative to facilitate change, which was seen as a limitation to peer supervision within

studies such as Ellis and Wolf (2019), many worried about the power imbalances it would

create in the peer space if senior members of staff were included, such as consequences of not

following solutions suggested by senior leaders as well as the security of sharing whole

school concerns where the issue may be linked to leadership. These concerns were also

shared within the literature (Gardner et al., 2022; Willis & Barnes, 2017). Similar studies

highlighted the importance of headteachers and senior members of staff having their own

separate peer supervision group (Willis & Baines, 2017).

Teachers also recognised power imbalances throughout other aspects of peer supervision, detailing the actual and perceived reputation of a teacher, their experience, and the relationship those peers might have with other teachers in the school.

Furthermore, teachers spent a considerable amount of time discussing the dynamics of those teachers who would make an effective peer group for supervision. Teachers demonstrated contrasting views. Whereas some teachers felt that peers who they considered friends would be ideal because of the initial safety and containment it would foster, some worried about the increased chance of unregulated rumination that could spiral within the peer space. This concern has been identified in other studies, such as Ellis and Wolfe (2019), that discuss the impacts that the negative transference of issues can have on teacher support, especially if those issues are whole school problems. Teachers considered having specific roles within the group to steer the discussion towards a more positive, solution-orientated direction and emphasised the importance of skilled facilitation and ground rules in managing negative rumination.

Other teachers parallelled the views of researchers that acknowledge how a high level of comfort is not always the most effective space for problem solving and reflection (Carroll et al., 2020; France & Billington, 2020), and highlighted a preference to work with less familiar peers. For this reason, the opportunity for teachers to consider working with peers who might be able to offer criticality and differing perspectives who are less known to them could be beneficial if the process can be made more containing. Otherwise, the group dynamics, according to containment theory, may not foster a space that allows for the tolerance of uncertainty as well as new knowledge and understanding to form (Bartle & Eloquin, 2021).

5.3.3 Presenting Peer Supervision as a New Initiative

An important aspect of the findings is teachers' views on the success of peer supervision in their schools. This is because currently the majority of studies identified in the literature (Ellis & Wolfe, 2019; Gardner et al., 2022; Rae et al., 2017; Willis & Baines, 2017) discuss the experiences and perceptions of peer supervision approaches within the time span of the studies, rather than teachers' views in relation to how the peer supervision models could be successfully implemented into daily practice.

Within the questionnaire responses, teachers placed a high value on the opportunity to practice peer supervision within their schools. Teachers showed a preference to being offered peer supervision as part of their current role and saw peer supervision as a benefit to the whole school if it was implemented as part of their schools' core practice. The perception that a mandatory peer supervision initiative would be an effective way to support the profession parallels the way in which supervision is used to support other professionals, such as educational psychologists and clinical psychologists (BPS, 2017; DCP, 2014; Dunsmuir & Leadbetter, 2010).

However, insights from teachers who have experienced peer supervision in an educational setting within the qualitative findings offered contrasting views. Although teachers highlighted the high value that is placed on whole-school, mandatory initiatives, teachers highlighted the increased sense of independence that is achieved through a voluntary approach and the improved chance of removing stigmas related to a legacy of appraisals, assessments, and performance managed initiatives. Something that the quantitative results of this study and Rae et al. (2017) also found.

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While teachers were aware that a voluntary initiative could lead to a lower uptake due to teacher pressures, teachers discussed the need for the presentation of peer supervision within schools to be valued by those who partake and flexible so not to create additional pressures on workload, time, and capacity. Something that has been shown to contribute to lower job satisfaction and lower retention rates among teachers (Kidger et al., 2016; McCarthy et al., 2016; Mitchie & Williams, 2003; Perryman & Calvert, 2019).

5.4 RQ3: What are the Positive Impacts on Teachers who have Participated in Peer Supervision in the UK?

Data analysis from the quantitative and qualitative phase was integrated to discuss the context of the current literature outlined in previous chapters. This discussion responds to RQ3: What are the positive impacts on teachers who have participated in peer supervision in the UK?

One of the key benefits teachers identified when practicing peer supervision was associated with an increased sense of psychological wellbeing. This positive impact was seen within the quantitative analysis that highlighted statistically significant differences in scores among the teachers who had and had not experienced supervision. Teachers who had experienced supervision identified higher average median scores in response to statements associated with the PERMA framework of wellbeing, such as, identifying and coping with stress, perceptions of support, perceptions of positivity and the sense of contentment, capacity to cope with work demands, and the school views of wellbeing. These findings directly mapped onto the research that discusses the protective factors of receiving supervision, such as stress support (Roberts, 2017), to increase feelings of confidence to cope with a role, and to improve job satisfaction (Dunsmuir & Leadbetter, 2010; Hawkins & Shohet, 2012). This is a pertinent result considering how reduced psychological wellbeing of teachers has been

associated with a reduction in professional efficacy and emotional exhaustion (Allen et al., 2020; Dabrowski, 2020; Madigan et al., 2020).

Similarly positive views of peer supervision were discussed within the qualitative findings, which also gave a rich, in-depth understanding into what aspects of peer supervision seemed most beneficial to teachers' psychological wellbeing. Although teachers considered the primary role of peer supervision to support reflection, problem solving, and professional development, teachers consistently acknowledged the secondary benefits related to connection, valuing the opportunity to talk to adults and interact with teachers from other departments. Something that was seen as a remedy to the way in which the physical structures of the school and the logistical problems associated with changing classes in secondary settings leads to feelings of isolation. These positive experiences compliment the research related to the therapeutic benefits of supervision and peer supervision that has been well established within other health care professions (Carroll, 2020; Dunsmuir & Leadbetter, 2010; Kadushin & Harkness, 2002; Mills & Swift, 2015; Roberts, 2017). The link between an increased sense of togetherness and connection with a higher perceived level of psychological wellbeing directly maps onto the theoretical frameworks of positive psychology (Peterson & Seligman, 2004) and highlight the benefits that peer supervision could have on increasing teachers' perceptions of job satisfaction and reducing their perceived levels of work-related stress (Allen et al., 2020; Dabrowski, 2020). An aspect that is important in view of the high level of burnout, absenteeism and attrition within the workforce (Perryman & Calvert, 2019; Skaalvik & Skaalvik, 2017; TES, 2024).

Corresponding to the themes identified in Ellis and Wolfe (2019) and Gardner (2022), teachers valued the informal time at the beginning of sessions that allowed teachers to reconnect and check-in with each other. This time was described as increasing camaraderie, solidarity, and togetherness similarly to studies such as Willis and Baines (2017). Although

this relational strength can impact a teachers' sense of psychological wellbeing, it can also positively impact the quality of interactions amongst the group during the sessions, the sense of trust to share and feel contained within the space. This complements the psychological theory of containment (Bion, 1962) and demonstrates the importance of peer supervision in providing a protected space to allow new thoughts and meaning to emerge, something which currently contrasts with the high demands of the role (Jerrim & Sims, 2019; McCarthy et al., 2016).

Teachers also identified the benefits of a space that emphasised and championed a strength-based focus, and discussed the impacts positive reframing could have on confidence, self-esteem as a practitioner, contentment, and staff retention. These findings can directly map on to the principles of solution-orientated practice that emphasises listening and validating, highlighting strengths and areas of resilience, as well as how collaboration can enhance change (Harker et al., 2017; Rees, 2017), and offers a potential framework for other teachers to guide future practices of peer supervision.

5.5 Limitations

5.5.1 Sampling and Knowledge Bias

Using a voluntary sampling technique was important to ensure the recruitment of teachers who were interested and invested in teacher support tools and teacher wellbeing. Although it must be noted that one limitation of voluntary sampling techniques is that it can lead to a knowledge bias and a higher knowledge base amongst participants compared to what is represented in the target population, unlike other research in the literature, this study included the voices of teachers who had both experienced and not experienced supervision and peer supervision, something which could be considered as a unique contribution to the literature base.

5.5.2 Representation

Although the voluntary sampling technique increased the likelihood of invested participants, unlike other sampling strategies, such as stratified sampling, the percentages of different groups within the target population were not necessarily represented. For instance, only 0.82% of the sample of teachers within the questionnaire were from another ethnic group other than White-British. Furthermore, all the teachers who volunteered for the semi-structured interviews identified as White-British. This is far lower than the diversity among the teacher workforce, that highlights 22.1% of the workforce is from an ethnically diverse group other than White-British (DfE, 2023a). It is important to reflect on what barriers within the recruitment process of this study or to the access of peer supervision within school is leading to this under-representation. Currently little research exists on the teacher views of supervision among teachers from ethnically diverse backgrounds in the UK.

5.5.3 Questionnaire Construction

Although the cross-sectional approach used within the quantitative phase of the study was important to scope the breadth of views regarding a topic that has largely been under researched, it is important to consider the limitations of the questionnaire used within the preliminary phases of the research. Due to the cross-sectional approach, the explanatory power may be limited outside the fixed time period in which the questionnaire was open, and caution should be exercised when attempting to generalise the results further.

 Due to the lack of research that utilised a questionnaire to scope the perceptions and experiences of peer supervision prior to this research, the questionnaire used within this study was self-constructed (see Chapter 3.5.6). Although this allowed the items within the questionnaire to be tailored closely to the research questions, relevant literature, and was largely suitable due to the demographic data and descriptive statistics that followed, some

scales within the questionnaire utilised scaled items to measure concepts such as teacher wellbeing. Although a preliminary pilot questionnaire was completed along with reliability and validity assessments, it is important to acknowledge that the scale of these assessments was piloted on a smaller sample than common guidelines suggest, for example 200 participants (Field, 2013). Although this study demonstrates promising results and transparency in the meaningfulness of the findings through the documentation of power and effect sizes, caution should be taken if attempting to generalise these results beyond the sample of teachers who were included within this study.

5.5.4 Mixed Methods Data Collection

As established in Chapter Two, a mixed methods design complements the strengths from both quantitative and qualitative methods. This is due to the complementary, rather than competitive nature of mixed methods integration. Although the questionnaire's nomothetic approach to data collection allowed for the general views and breadth of teachers' shared experiences of peer supervision to be explored and the idiographic approach of the qualitative methods allowed for a rich, in-depth exploration of a small sample of teacher experiences of peer supervision, this complementary approach was most insightful for those teachers who had experienced peer supervision. While the more general perceptions of peer supervision were gathered and explored in the questionnaire of those teachers who had not experienced peer supervision, their views were not captured or explored within the follow-up qualitative phase, which invited those teachers who had experienced peer supervision. Considering the literature focus that emphasises the surveillance/performance management reputation within the educational sector (Rae et al., 2017), it is possible that the absence of a rich in-depth, qualitative exploration of perceptions from teachers who had not experienced peer supervision missed important contextual information about how supervision could work in

schools in the UK. A focus on this demographic of teachers is something that could be considered in future research.

5.5.5 Qualitative Analysis

While the interaction between the researcher and the teacher enabled a shared construction of what works and what is needed for peer supervision in relation to the topic to be voiced and reflected on, it is important to consider the sample size and the perspectives that they reflect. As the participants who were recruited for the qualitative phase opted in for further involvement in the research, the insights gathered might not resonate with the views of other teachers from different school settings who chose not to volunteer. Although it is important to be reminded that the intention of the qualitative phase was to capture valuable contextual insights into teacher experiences and not to offer a generalisable view of teacher perceptions and experiences, it is important to highlight that the views that contributed to the qualitative themes are a snapshot of experiences valid only to the participants who were included in the study. Although there was congruence in views among some teachers and topics related to peer supervision, there was also variability. It is possible and likely that a different sample of teachers could construct very different views related to peer supervision in their settings. Although this can be considered a limitation from one perspective, it is also a call to arms for continued research regarding teacher views of peer supervision.

5.5.6 Perceptions and Experiences

Although the consideration of teachers' experiences and perceptions was essential to fulfilling the explanatory and exploratory aims of the study, it is important to consider the implications and limitations of distinguishing between experiences and perceptions of peer supervision.

Although demographic data on how peer supervision was adopted or not adopted in a cross-sectional population was essential to fill a gap in the literature and provide a contextualised snapshot of how supervision is currently embedded in the school setting, these experiences were only accessible through teachers' perceptions. Therefore, these experiences still depended on how teachers constructed and defined supervision and peer supervision, something which may have varied. For example, some teachers may perceive the same support models as either supervision or not supervision.

This uncertainty around 'perceptions of experience' is compounded by the limited use of the term in educational research, the different definitions that exist across professions, and the overlap of supervision with other support processes, such as coaching.

Furthermore, it is important to bear in mind that the term 'supervision' has historically been used negatively in schools to describe appraisal, performance management and has been used within disciplinary procedures. This will have an impact on the way some teachers perceive the term supervision.

Although adopting a paradigm that considers a critical realist ontology and a constructivist epistemology is conscious to the ways in which a shared reality can be influenced by language, experience and power imbalances, this limitation needs to be considered when interpreting the findings of this study.

5.6 Reflections

For the reflection section the author will write in first person to aid with the reflective process. This section will discuss the author's personal reflections of writing the thesis, holding the responsibilities of the findings in mind, as well as managing and considering the multiple identities held as a researcher, trainee educational psychologist, and an ex-teacher.

5.6.1 Writing the Thesis

Overall, the process of writing the thesis has been an exciting journey that has given me the space to develop an understanding about a topic I am passionate about.

It is interesting reflecting back on the way the thesis slowly grows and occupies larger amounts of your training time, personal time, head space, and resources. Although the metaphor I chose to describe this growth depended on my current progress, it will be strange to let this thesis go.

Of course, there has been times of strain, considerable ebbs in progress, and stuck-ness, it has given me a new baseline of resilience that I will be sure to draw upon in the future. But the moments where new thinking emerged, connections formed, or something new was created were wonderful experiences and made up for any difficulties.

Having the time and support to create something new, from scratch that will be long-lasting and accessible to others holds an equal amount of privilege and feelings of vulnerability. Having previously completed research during the pandemic, I consider the 'research product' as not only snapshots in time for the experiences of the participants who have contributed, but also for me, the researcher. I wanted to acknowledge that the process has helped me grow as a practitioner and trainee educational psychologist and look forward to reading it back in five or ten years having grown even further.

5.6.2 Teacher and Trainee Educational Psychologist Identities

Part of the rationale for this study came from my experiences of support received as a trainee educational psychologist compared to my experiences as a teacher whose additional responsibilities included supporting other teachers within a team to sustain their roles and wellbeing in a school setting where the concept of supervision was unknown. During the Professional Doctorate in Child and Educational Psychology it has taken time to adjust to working *with* schools instead of *in a* school. It has been interesting to reflect on how my identity as a teacher has shifted to a trainee psychologist (who was previously a teacher). Although both professions keep the child in mind, sometimes there are conflicting views. The process of qualitative data collection often highlighted this change and tension. For instance, the semi-structured interviews created a space in which multiple identities were held and constructed. There were times where I felt a sense of synergy with the teacher's views, which simultaneously felt disingenuous now not being a teacher. Other times, it felt uncomfortable holding knowledge, skills, and experiences about support processes that teachers could benefit from but might not be able to readily access. It was interesting to reflect on how my competencies in reflection, problem-solving, and wellbeing often presented, at times, through a different perspective compared to the teachers, especially regarding classroom behaviour and wellbeing. Completing this research gave me an opportunity to reconnect with educators and to place their views first. Considering the important role teachers play in implementing suggested SEND provision and support, keeping the experiences of teachers in mind is something I wish to continue into my practice going forward.

5.6.3 Responsibility of Findings

One aspect I reflected on was the way in which the role of researcher placed me in a position of responsibility regarding the experiences and views of teachers who contributed to the study. Teachers trusted me, as a researcher, to communicate their views in an openly accessible study that could be read by other educational professionals.

Although the interviews were seen by teachers as useful for making sense of and reflecting on their current practice, one feels a responsibility to make their time and trust valuable. Therefore, I want to continue to reflect on how this research can be impactful to schools in the future.

Although completing this thesis feels like an ending, it also feels like a beginning. I hope it will contribute to small steps of positive change in supporting practice, and that the implications of this thesis are furthered in future research and practice.

5.7 Implications

Firstly, this section discusses the study in relation to theoretical implications, relating the findings to previous and future research within the field. Secondly, practical implications are discussed that considers the impact of the findings amongst the educators, external professionals, and policymakers that could use peer supervision to make positive impacts in the future. Finally, this section offers a peer supervision framework for practice which could be used within schools. The implications of this framework and possibilities regarding future research is discussed.

5.7.1 Contribution to the Current Research Base

Currently, little research exists regarding the exploration of the benefits of peer supervision for classroom teachers, especially studies that engage the voices, experiences,

and perceptions of the professionals that will benefit from it. This study contributes to growing the currently small body of research.

5.7.1.1 Similarities and Dissimilarities Within the Literature.

Although there is a plethora of research in healthcare and practitioner psychology, such as medicine, nursing, clinical psychology and educational psychology, that highlights the complexities of defining peer supervision and its best practice, very few studies focus on how professionals, such as teachers, use supervision and peer supervision as a support tool. The findings from this study affirm the views of Rae et al. (2017) and offers further insight into the way that the legacy and current use of performance management and appraisal processes can negatively influence the way teachers construct and define peer supervision. Furthermore, these findings offer insight into the way these constructs of peer supervision can affect the implementation, buy in, and impact of peer supervision processes within schools.

The qualitative findings of this study largely affirm the findings of previous research. For example, the importance of peer supervision in making sense of a problem, providing a space to develop solutions, the space to hold and contain the emotional labour associated with the role, and building teacher confidence in solution-focused practises. Similar to previous research, concerns were raised by teachers in this study about the power imbalance that can result from the involvement of senior leaders and the potential for nagging and negative rumination to develop among peers if the space is not guided or does not have clear boundaries. However, this study did highlight several contrasting insights into the teacher views, experiences, and perceptions of peer supervision. Some differences included the need for external observation in problem identification and the mixed views regarding the structured models of peer supervision. These views highlighted a possible lack of experience

or low confidence in using reflective tools and structures. This highlights an area for future research.

Views regarding facilitation were also novel. Considering that previously identified literature implemented structured models, often facilitated by external professionals, such as educational psychologists, teacher views within this study highlighted the preference for expertise and guidance, but from a peer, internal to the school, and who shared lived experiences. Although this could similarly highlight a low confidence in working with external professionals, it also demonstrates the need to instil autonomy, choice, and flexibility in the practices of peer supervision.

5.7.1.2 Mixed Methods Design in Peer Supervision Literature.

This is the first study within the UK that explores peer supervision within schools using a mixed methods design. Furthermore, this is the only study that has examined the general experience of peer supervision with a sample that focuses explicitly on classroom teachers in the UK. As the current literature focuses on the qualitative views of teachers, the use of an alternative methodological lens provided the opportunity to confirm the findings from a different perspective and shed light on different aspects important to the topic. For example, the demographics of teachers who currently do or do not use peer supervision in their schools. Findings that show an increase knowledge and experience of peer supervision amongst teachers with more experience, additional responsibilities, and predominantly in secondary school environments is an interesting insight into the levels of interest and knowledge of supervision as well as current need and access to support. For instance, the high representation of teachers who identify as disabled is an interesting finding that could demonstrate the application of peer supervision for supporting demographics of teachers that are currently underrepresented in the workforce. The low representation of ethnic diversity

within this study also highlights an area for future research. Although qualitative research methods empower the voices of teachers who are best placed to guide what is needed to support the profession, the addition of alternative research methods that can capture the general experiences and current contexts of a wider demographic of teachers could have many practical implications.

5.7.2 Practical Implications

Practical implications include the real-world impact that these research findings can have on teachers and the different systems that surround them. Below is a summary of the implications related to the teachers, school leadership teams, other professions, and policy makers within education.

5.7.2.1 Implication for Teachers.

Throughout the study, the 55 teachers who participated had the opportunity to reflect on their views in relation to teacher support, teacher wellbeing and what would be beneficial to them. Anecdotally, teachers often described the time spent discussing their perceptions and experiences of peer supervision throughout the semi-structured interviews as useful and felt that this time gave them the opportunity to construct meaning about how they are currently supported and how they would like to be supported in the future. It could be argued that this experience was somewhat transformational and could influence their future practice.

Throughout the study, teachers also had the opportunity to discuss specific contextual constraints and power imbalances that exist within the school structures and systems that surround them. These findings highlight how school structures, past and current policies, procedures, and the hierarchical nature of leadership can influence the ways in which teachers socially construct and make sense of their growth, professional development, problem-solving skills, and their ability to sustain their psychological wellbeing.

Therefore, having research that further empowers the teachers' voice and highlights needs and recommendations from peers who are currently sharing similar and different experiences could help increase the way peer supervision is valued within the teaching profession and create opportunities for further reflection.

An area of future research identified within this study centres around the way in which teachers emphasised direct observation and expertise to identify problems. This highlighted a potential research gap in teachers' confidence in self-reflection and self-awareness skills and the way in which peer supervision could provide support in developing this skill.

5.7.2.2 Implications for School Leadership Teams.

Findings from this study demonstrate several implications for senior leaders within school. The findings related to professional development, support, and the positive impact on wellbeing emphasises the benefits of implementing peer supervision initiatives within schools. However, the importance of considering how it will be communicated to staff, kept separate from appraisal processes, and will manage power imbalances is important. The results also showed conflicting and contradictory views regarding delivery preferences. For instance, the way in which a mandatory delivery could increase the value of peer supervision but negatively impact workload and teacher autonomy, while a voluntary implementation might increase a sense of autonomy but be less effective due to teachers' time commitments. While senior leaders should continue to consider teacher voices within their schools during the decision making, additional research that documents effective implementation processes that is accessible to senior leaders would be incredibly valuable to the future school practices.

5.7.2.3 Implications for External Professionals Such as EPs.

While EPs have the skills and knowledge to facilitate cycles of peer supervision within schools, their limited resources can often reduce the time available to work directly with teachers, especially in roles that involve sustained involvement, such as the facilitation of peer supervision. The findings of this study demonstrated that teachers had limited experience of peer supervision and varying knowledge regarding its use. Furthermore, teachers preferred support that could be facilitated and maintained by peers and not external professionals, such as educational psychologists. However, teachers still appreciated access to skilled facilitators. The implication of these findings could facilitate the development of training delivered by EPs within schools to share the relevant psychology related to supervision and peer supervision, to train teacher facilitators, and help schools oversee the effectiveness of peer supervision practice.

Furthermore, as EPs have access to research, skills in research methods, and training requirements of producing research, an implication of this study could be further EP involvement in future research related to the limitations and further development of peer supervision for teachers within the UK.

5.7.2.4 Implications for Policymakers.

At present, teacher guidelines and policy provides little detail on the support processes that should be available to teachers and the level of training required to support emerging needs and SEND provision. Government reports are recognising increased levels of work absenteeism, presenteeism, and retention issues within the teacher workforce. As a profession, little is known regarding support processes outside of mentoring and coaching, which are support processes often associated with ITT or often double-up as a process of performance management.

Considering processes that are tailored to support more experienced teachers with additional responsibilities, teachers who have completed the early career teaching pathway, and teachers who are underrepresented in the workforce is an important step in supporting professional development in a sociopolitical context characterised by increased workload, higher levels of SEND, underfunding, and decreased teacher wellbeing. Synthesising research findings from studies such as this could help inform policy makers to increase the available time, resources, and funding needed to implement peer supervision practices across the profession in similar ways to other helping professions.

5.7.3 A Suggested Framework for Practice

Based on the teacher views within the findings, the relevant literature, and both the theoretical and practical implications of the research, a peer supervision practice framework was developed (Please see Figure 10). The framework is divided into two sections (making sense of the problem and solution formation) and includes six steps (problem identification, teacher reflection, group connection time, communication of the problem, forming a solution, and agreed next steps).

Although the framework could be considered as a structured model, which was something teachers communicated as having less confidence in using (See Chapter 4.3.3.4.3 Delivery Models of Peer Supervision), the six steps are flexible and emphasise teacher autonomy. As teachers become familiar with the steps, the framework can be taken away. The structure can act as a template for a facilitator, creating an opportunity for a teacher to guide another peer (or peer group) through a cycle of peer supervision without specialist knowledge or an external professional.

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Figure 10

Peer Supervision Framework for Teachers Constructed from Teacher Views (Own Work).
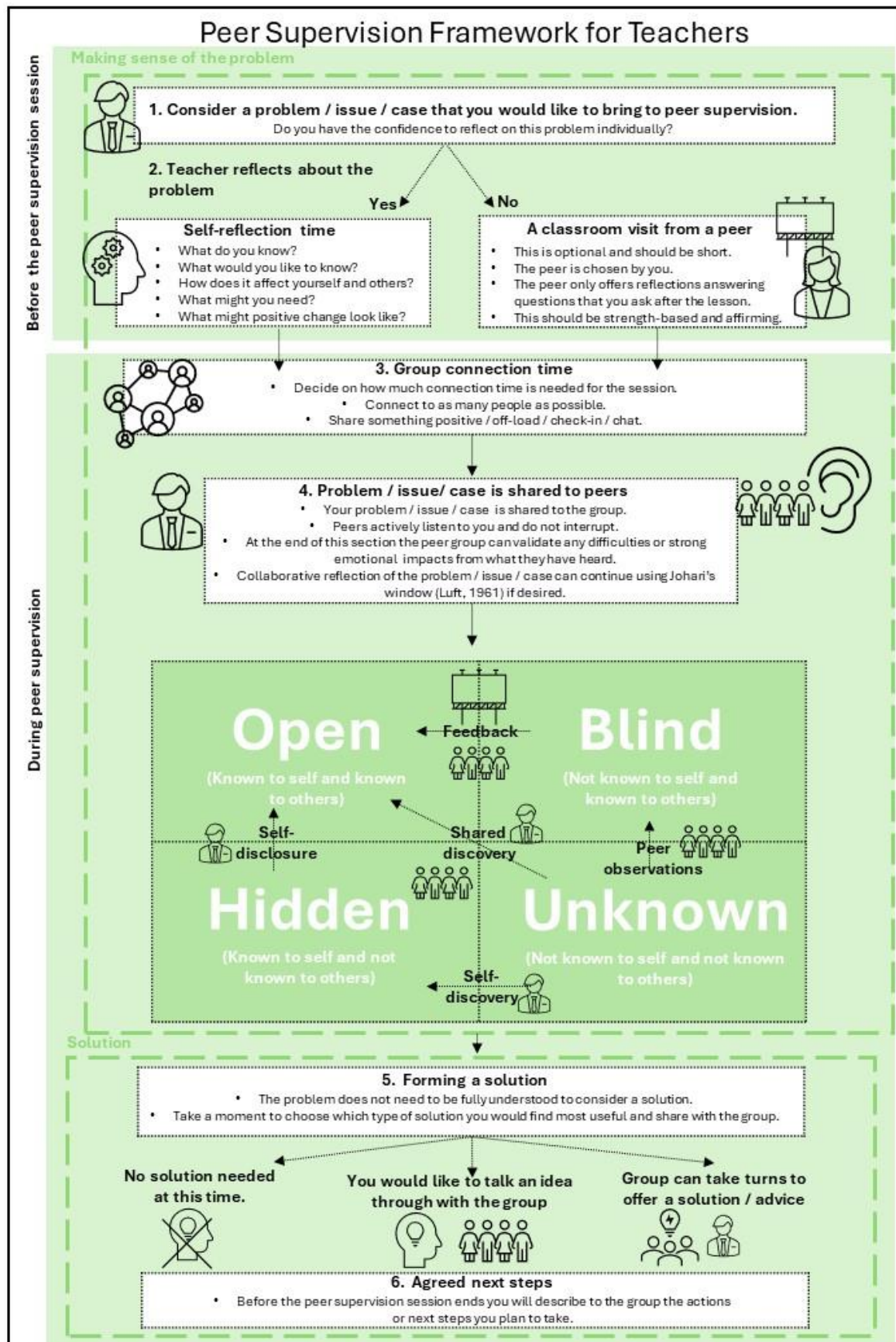
5.7.3.1 Step One and Two: Problem Identification and Teacher Reflection.

After a teacher has identified a problem, they have an opportunity to reflect on it individually before the peer supervision session. The framework offers several prompt questions adopted from the principles of solution-orientated practice and was developed from teacher views (See Chapter 4.3.3.1.1 Problem, Solving, or Problem-Solving). These prompts will allow a teacher to consider what is working, what is needed, and what small positive steps might look like (Rees, 2017). These individual questions are designed to help teachers to activate their resources before the peer supervision session, increasing their competency and possibly the efficiency of sharing the problem with the group later (See Chapter 4.3.3.1.1 Problem, Solving, or Problem-Solving).

Teachers could also choose to organise a short direct observation before the peer supervision session. Although observation is often associated with other support tools, such as mentoring and coaching (See Figure 1) and is common within performance management within schools (DeCesare et al., 2017; O'Grady et al., 2018), it was perceived as important by the teachers who participated in the semi-structured interviews, who unanimously discussed the benefits of direct observation within the school setting. For example, observations were discussed as opportunities: to create a shared experience of the problem; for the teacher observer to reframe negative conversations; for the observer to offer positive examples in the peer supervision session that followed, and to affirm practice and build competence (See Chapter 4.3.3.1.2 Peer Supervision and Direct Observation). As definitions of peer supervision and guidelines within other professions are clear that peer supervision is not performance management (Carroll, 2020), the framework includes a high level of autonomy and steps to reduce power imbalances (See Chapter 4.3.3.3 Theme 3: Power and Group Dynamics). Therefore, this step is optional, the observer is chosen by the teacher, and feedback is framed as responses to questions that the teacher asks post-observation. This step

could be phased out once teachers increase their confidence and competence in self-reflection
and self-awareness to streamline the process.

5.7.3.2 Step Three and Four: Group Connection Time and Problem is Shared to the Group.

In line with teacher views and the literature (Ellis & Wolf, 2019; Gardner et al.,
2022), the supervision cycle starts with an allocated time for connection. Something which
was considered invaluable for teacher wellbeing and ensured teachers did not enter the
supervision cycle 'cold' (See Chapter 4.3.3.3.3 Familiar and Unfamiliar Relationships).

The teacher has time to reflect about their issue before sharing it with the group. A
number of ground rules are stated to minimise the chances of negative rumination, something
which teachers highlighted as an important consideration for peer supervision within schools
(See Chapter 4.3.3.2.2 Peer Supervision as a Catalyst for Rumination). Following the
problem sharing, there is an opportunity to use an adapted version of Johari's window (Luft,
1961) to encourage a wider perspective and collaborative sense making. Timings are not
included in the model following the teacher preference for less structure within the findings
(See Chapter 4.3.3.4.3 Delivery Models of Peer Supervision). Depending on the level of
stuck-ness and familiarity with the issue, the group may spend varying amount of time using
the Johari Window. This level of flexibility is in line with the preference of autonomy and
individual differences identified in the literature (Gardner et al. 2022, Geeraerts et al., 2015;
Rae et al., 2017; Willis & Barnes, 2017).

5.7.3.3 Step Five and Six: Forming a Solution and Agreed Next Steps.

Solution forming was an aspect of peer supervision that demonstrated contrasting
views within the findings (See Chapter 4.3.3.1.1 Problem, Solving, or Problem-Solving) and
the literature. For instance, studies such as Rae et al. (2017) and Ellis and Wolfe (2019)
emphasise the process of knowledge, understanding and emotional containment as the

primary aspect of the space. While other studies emphasised problem solving and solutions as the most valued aspect (Gardner et al., 2022; Geeraerts et al., 2015; Willis & Barnes, 2017). Therefore, the framework offers teachers a range of options. The first option allows a teacher to choose no solution if the purpose of their time was to make sense of a problem. The second allows the teacher to form their own solution with the support of the group. The third option allows the teacher to opt for hearing multiple perspectives and solutions from the group to choose from.

Throughout the framework, principles from solution-orientated practice and positive psychology have been applied to emphasise the validation of difficulties, listening for possibilities / exceptions, and emphasising an individual's strengths and resilience.

The implications of this framework offer teachers the opportunity to use it as a supportive tool for their practise. As the model offers teachers the opportunity to reflect and make sense of the unseen, hidden and unknown, teachers have the opportunity to construct meaning and recognise the contextual barriers that contribute to their individual and collective experiences in the classroom. This will help create a space where peers can share meaning, address power imbalances, articulate differences in experience, and co-produce group understanding. This can help to recognise and address the socio-cultural-political factors that exist within the teaching profession in terms of attrition and recruitment, and provide a space for teachers to develop professionally, promote their wellbeing and sustain their role.

Although this framework for peer supervision was proposed through the interpretation of teachers' perceptions and experiences of peer supervision in a school setting, it is important to recognise that some of these perceptions come from teachers who have not experienced peer supervision, and that the construction of this framework is influenced by the researcher's experiences, perceptions and reflexivity. Therefore, a further implication of this

framework for peer supervision is therefore the possibility for teachers to test it as part of a future study that allows them to co-research and contribute to participatory/action research to develop it further. The intention of which could improve the effectiveness and experience of peer supervision in schools for a wider population.

5.8 Conclusion

The purpose of this study was to explore schoolteachers' views on their current understanding of peer supervision and to gain insight into how it is used within schools to support teachers within the UK. Another purpose of this study was to highlight positive experiences of peer supervision within schools and to give insight into how it can provide a space to help teachers support and sustain their wellbeing. This study made significant steps in exploring the three research questions: 'RQ1: What are teachers' experiences of peer supervision in schools in the UK?', 'RQ2: What are teachers' perceptions of peer supervision in schools in the UK?' and 'RQ3: What are the positive impacts on teachers who have participated in peer supervision in the UK?'

This study adopted an explanatory sequential mixed methods design due to the way in which it complements the strengths from both quantitative and qualitative methods. This allowed for a wide scope of teacher perceptions as well as a rich-in-depth insight into teacher experiences of peer supervision, something that until now was absent from the research base. Descriptive statistics were collected from the nationwide teacher questionnaire (n = 55) and four themes were developed from the thematic analysis (Focus and Purpose of the Peer Space; Power and group Dynamics; Coordinating and Embedding Peer Supervision; and the Impacts of Peer Supervision on Wellbeing). Quantitative and qualitative findings were integrated.

Findings highlighted the current context, experiences, perceptions, and benefits of peer supervision within schools in the UK. Firstly, these findings related to the demographics of those teachers who currently practice and receive peer supervision. They showed that the majority of teachers do not access supervision or peer supervision and that those who tend to receive it have high levels of teacher experience and additional responsibilities. The teacher group who had received supervision also had a higher representation of those who identified as disabled.

Secondly, teacher views regarding the purpose of supervision were explored. Although teachers highlighted the focus of peer supervision to be related to enhancing learning, supporting continuous professional development, and problem-solving, many views were influenced by stigmas related to common school processes that use support plans, disciplinary actions, and performance management interchangeably. Regarding supervision and problem-solving, teachers demonstrated a range of confidence in self-identifying problems and preferred to use processes of direct observation over self-reflective tools. Furthermore, the teachers highlighted contrasting views on what steps would be useful for finding solutions.

An overarching theme, centred around the need for peer supervision to instil autonomy, choice, and flexibility to be most effective. This often meant that teachers were more comfortable and confident with peer supervision models that were unstructured. Teachers appreciated access to knowledge, skill, and guidance within the peer supervision space but felt more contained when sessions were facilitated by a peer, rather than an external professional.

Thirdly, teachers' perceptions of peer supervision highlighted a high level of variability, individual differences, and personal preference regarding views of asking for help

and how their schools could successfully integrate peer supervision. Teachers demonstrated an awareness of how the presence of senior leaders within peer supervision could threaten the psychological containment of the space and highlighted the perceived association with asking for help and a lack of competence within the school culture. However, teachers demonstrated contrasting views regarding the level of familiarity of peers within the session, the structure, and whether supervision should be voluntary or mandatory.

Finally, the findings from this study demonstrated statistically significant differences in psychological wellbeing amongst those teachers who had and had not received supervision. Teachers who had received supervision or peer supervision self-scored higher on items related to identifying and coping with stress, perceptions of support, perceptions of positivity and the sense of contentment, capacity to cope with work demands, and the school views of wellbeing. Qualitative data highlighted the opportunity that peer supervision gave for teachers to connect, check-in, and have difficult experiences validated in a safe and supportive environment. Teachers highlighted how peer supervision increased camaraderie and sense of togetherness. All of which have been linked to decreasing stress, absenteeism, and burnout in the workplace.

The theoretical and practical implications of this study highlight the benefits of the teacher perspective on decision making, supporting leaders to implement successful initiatives in their school that empower their staff, and for policy makers who have the opportunity to use the teacher perspective to develop new strategies to support the teacher retention crisis. The findings of this study lay the foundation for further research, driven by teachers, focusing on the development of a peer supervision framework of practice that could benefit a wider demographic of teachers in the UK.

5.9 Dissemination Plan

Findings reported in this thesis will be openly accessible via the University of East London (UEL) repository. Findings may also be disseminated to the EP community via presentations to UEL trainee educational psychologists, local authorities, future presentations, and publications.

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Appendix A

Scoping Literature Review

This appendix summarises in detail the steps taken throughout the initial scoping literature review and can be read in conjunction with Chapter Two, the literature review.

The use of SPIDER to Formulate the Literature Search Question for the Scoping Literature Review.

Factor	Focus
S- Sample The group you are focusing on.	Teachers
P and I- Phenomenon of interest The experience your research examining	Experiences and perceptions of peer supervision
D- Design How the research will be carried out	Mixed methods
	Experiences and views
E- Evaluation What are the outcomes you are mentioning?	
R- Research type What is the research type you are undertaking?	Quantitative, qualitative, mixed methods.

Search Strategy

As a scoping review is not attempting to produce a comprehensive summary of the literature, one database was sufficient to identify recent reviews in the topic and to gain an overview of the amount, quality, and focus of the existing primary research (Booth et al.,

2022). The search terms, [teacher* OR educator*] AND [peer* OR group*] AND [supervis*] was used due to their frequency in background research. The search for support mechanisms that begin with 'peer' or include the term 'group' or the prefix 'supervis*' was thought broad enough to uncover a range of supervision styles within the search. APA PsychInfo was chosen due to its inclusion of research related to education, healthcare, psychology, and educational psychology.

Eligibility Criteria

Inclusion and Exclusion Criteria for Scoping Review

Inclusion	Exclusion
-Recent papers (2013-2023).	-Papers that were not recent (written before the 2000).
-Papers written in the English language.	-Papers not written in the English language.
-Focus on classroom teachers.	-Focus on non-teaching staff.
-Support tools or mechanisms that include 'peer', 'group', or supervision.	-Support tools or mechanisms that did not include 'peer', 'group', or supervision

Data Extraction

The search identified 1986 papers. The titles of each paper were screened to allow the removal of papers that did not meet initially meet the inclusion criteria. Please see below for a scoping review flowchart.

Scoping Review Flowchart
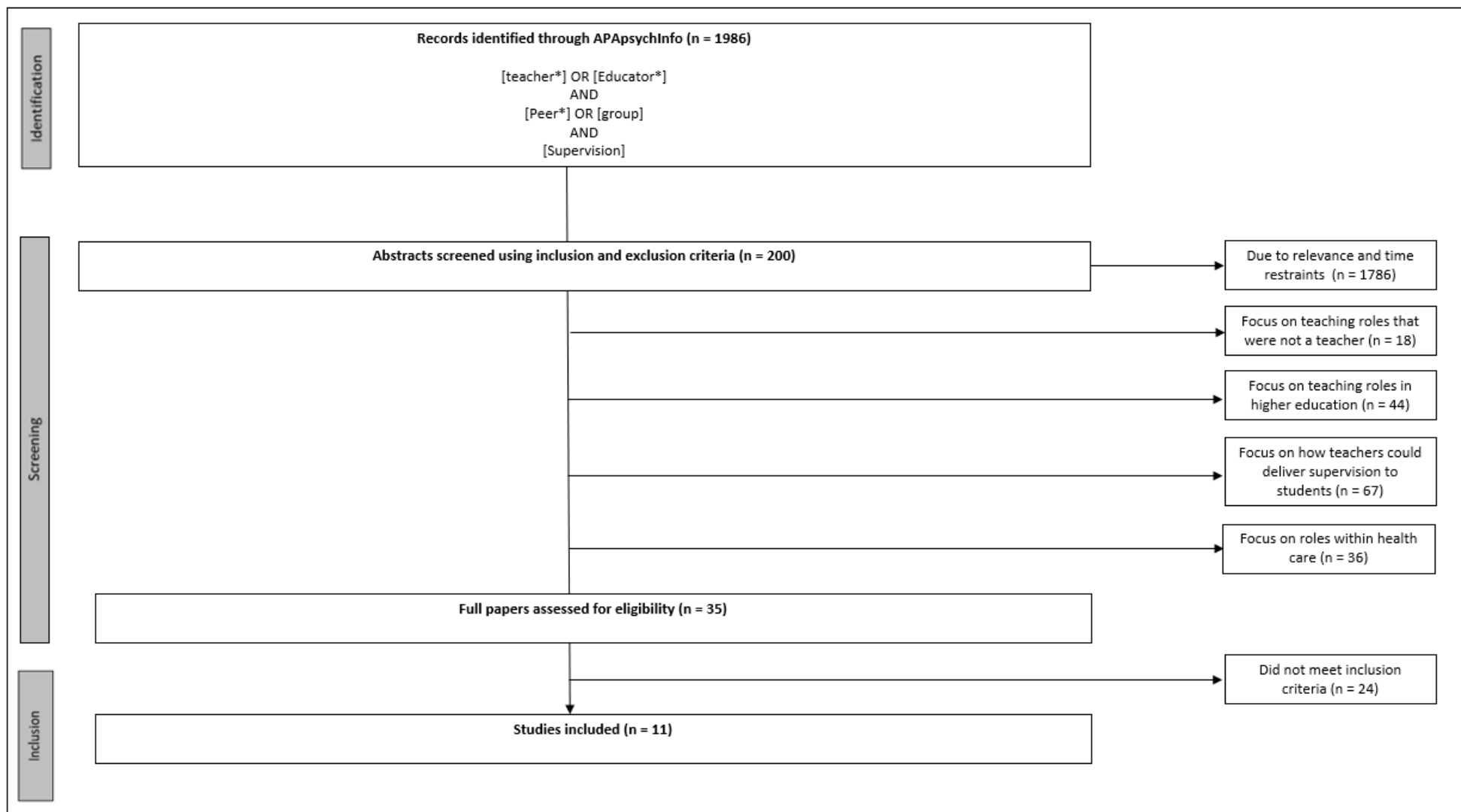
From the first 200 papers identified in the search, 165 were excluded after an abstract screening that compared them to the inclusion and exclusion criteria. Initial scoping revealed an abundance of studies that focused on the application and effectiveness of clinical supervision in health-related professions (n = 36), the most common roles being school counsellors, mental health practitioners, and school psychologists.

Some of the studies focused on the supervision of individuals who were not schoolteachers but were still employed in teaching roles, such as private tutors, teaching English abroad, and training leaders (n = 18). Very few peer-reviewed studies identified a focus on supervision within a school setting. A large proportion of the excluded papers explored the role of peer supervision within higher education settings focusing on improving tutors, mentors, and thesis advisor's implementation of feedback (n = 44).

Studies that did emphasise clinical peer supervision within an education setting tended to concentrate on support for senior leaders, management, and non-teaching staff whose role focused on complex emotional needs. Although many studies did focus on how peer supervision could be used by schoolteachers, many emphasised how schoolteachers could support students' learning and wellbeing, positioning schoolteachers within a supervisor/facilitator role, rather than as a supervisee role (n = 67).

Identified Studies

Eleven studies were identified in the scoping literature. Of those, six studies took place in educational systems within western cultures (United Kingdom, n = 1; Australia, n = 1; Finland, n = 1; Canada, n = 1; and the United States of America, n = 2) and five studies within non-western cultures (Malaysia, n = 2; Iran, n = 1; Portugal, n = 1; and Zimbabwe, n = 1).

The studies adopted a range of research methods including quantitative methodologies (n = 3), mixed methods design (n = 3), and action research (n = 1). Studies that adopted a quantitative design focused mostly on teacher questionnaires, surveys, and self-reports, and used descriptive statistics to analyse their findings (Ghavifer et al., 2019; Ngwenya, 2020). One study used inferential testing to investigate statistical differences across their sample population (Aghast & Mehrpour, 2021).

Although some studies adopted open-ended questions and evaluation forms (Ghavifer et al., 2019; Khun-Inkeeree et al. 2019; Ngwenya, 2020), only four studies adopted aspects of qualitative designs that allowed for the exploration of teachers' experiences (Aghast & Mehrpour, 2021; Ellis and Wolfe, 2019; Gardner et al., 2022; Younghusband & Koehn, 2022).

One study could be considered as a literature review (Ceballos, 2020), and one study as an 'review article', which summarised guidance based on the literature and the authors experiences (Glickman and Burns, 2021). This study was cited in all seven of the other studies identified in the scoping review. Please see Table below for a summary matrix of the studies identified in the scoping review.

A Summary of Studies Identified in the Scoping Review

Study	Author	Dates	Title	Research design	Location
1	Aghast and Mehrpour	(2021)	Teacher autonomy and supervisor autonomy: Power dynamics in language teacher supervision in Iran	Mixed methods	Iran
2	Ghavifer et al.	(2019)	Clinical supervision: Towards effective classroom teaching	Quantitative	Malaysia
3	Glickman and Burns	(2021)	Supervision and teacher wellness: An essential component for improving classroom practice	Review article	United States
4	Ceballos	(2020)	Mentoring, role modelling, and acculturation: Exploring international teacher narratives to inform supervisory practices	Non-systematic literature review	United States
5	Khun-Inkeeree et al.	(2019)	Effects of teaching and learning supervision on teacher attitudes to supervision at secondary school in Kubang Pasu District, Kedak	Quantitative	Malaysia

6	Ngwenya	(2020)	School-based supervision enhances the professional development of teachers	Mixed methods	Zimbabwe
7	Ellis and Wolfe	(2019)	Facilitating work discussion groups with staff in complex educational provisions	Action research	United Kingdom
8	Geeraerts et al.	(2015)	Peer-group mentoring as a tool for teacher development	Quantitative	Finland
9	De Nazare Coimbra et al.	(2020)	Pedagogical supervision and change: Dynamics of collaboration and teacher development.	Mixed methods	Portugal
10	Younghusband & Koehn	(2022)	Teacher candidates peer-orientated triads: Transforming practice through peer assessment during field experience	Qualitative	Canada
11	Gardner et al.	(2022)	Effectively supporting teachers: A peer supervision model using reflective circles	Qualitative	Australia

Literature Reviews Identified.

Two literature reviews were identified, both of which were conducted in the United

States of America.

Glickman and Burn (2021) offered an article that discusses the benefits of supervision and group supervision in supporting aspects of teachers' wellbeing within the United States of America. Drawing upon several studies and experiences, the authors identify a framework of practical strategies that can help senior leaders and facilitators of supervision to support the mental health of their colleagues. This included being humble, giving statements of affirmation and praise, using data curiously, being strength-based, offering concrete solutions, wondering aloud, re-energizing teachers intellectually, and developing teacher leaders.

Similarly, Ceballos (2020) explored the literature related to the benefits of supervision and peer supervision. However, Ceballos focused on international teachers migrating to the United States. A review of the literature was undertaken to examine the extent to which mentoring, coaching, and role-modelling was represented in peer-reviewed articles that focused on international teachers from 2009 to 2019. The review also highlighted wellbeing benefits regarding connection, collegial support, and mitigating the negative effects of acculturation experienced by international teachers. The review also highlighted how supervision can be an important aspect of support for new teachers and an important form of support within the induction process.

Quantitative Research Identified.

Three quantitative studies were identified, two of which were conducted within the Malaysian educational system and one within the Finnish educational system.

Khun-Inkeeree et al. (2019) conducted a study to investigate the influence that Glickman et al. supervisory model (2004) has on teacher attitudes towards the supervision process in secondary schools within the Kubang Pasu District, Kedah. A 23-item questionnaire was distributed to a large sample of teachers from 14 schools that were

identified in using Glickman et al.'s model of supervision (n = 372). Quantitative data, such as scaled items and closed questions was collected and analysed using descriptive statistics and inferential testing. Results demonstrated a significant difference in self-perceived knowledge and attitude between those teachers who viewed supervision positively compared to negatively. Additionally, non-significant differences were found between teachers attitudes towards supervision and perceived level of interpersonal skills, the definition of which included the extent in which they felt supported within their school.

Ghavifer et al. (2019) study focused on investigating the effectiveness of supervision and group supervision facilitated by principals on secondary school teachers' competency and performance within the Kuala Selangor District, Malaysia. A questionnaire formed of scaled questions was used to gather teachers' views related to their experiences (n = 100). Both descriptive statistics (central tendencies, frequencies, and percentages) and inferential testing (reliability measures and independent t-tests) were used to analyse the data. The results demonstrated a positive correlation between those who perceive supervision positively and aspects of teacher effectiveness writing reports, producing lesson plans, delivery of lessons, questioning techniques, classroom management and student involvement).

Geeraerts et al. (2015) explored the teachers' experiences and perceptions of a new model of peer supervision for professional development within the Finnish educational system. This study focused on the use of peer-group mentoring, a form of peer supervision that involves voluntary groups of 5-10 teachers of different experience levels sharing narrative descriptions of their practice. The authors used quantitative methods to collect scaled data regarding teacher experiences using an online survey (n = 116). The results demonstrated that teachers saw peer-group mentoring as an effective tool for professional development in building skills and knowledge; strengthening professional identity and self-confidence; as well as developing a collaborative work culture.

Both Khun-Inkeeree et al. (2019) and Ghavifer et al. (2019) studies focused on implications relating to the way in which teacher supervision could help monitor and improve teachers' competency, academic progress, and performance amongst students.

Action Research Studies Identified.

Ellis and Wolfe (2019) conducted action research to explore teachers' experiences of work discussion groups facilitated by an educational psychologist. A Work Discussion Group was implemented in three different complex-settings within the UK (one SEND school and two alternative provisions). Participants meet once a week and followed an adapted model of Work Discussion Groups based upon the works of Jackson (2008). Data was collected from post-supervision evaluation forms and was analysed using thematic analysis (Braun and Clarke, 2008). Four themes were identified during analysis. The first theme was labelled 'group readiness' and discussed the difficulties and barriers faced by teachers in initially following the model. The second theme was labelled 'being heard' and discussed the importance of being listen to within the school and how the model could be adapted to lead to systemic change outside of the confidential space. The third theme was 'physical space' and discussed the difficulties in finding 'safe places' within the school to have contained conversations that senior leaders, other staff members, and students could not access or disrupt. Finally, the fourth theme was 'staff wellbeing' and discussed the value of the peer supervision space in addressing everyday stressors of the school environment.

Mixed-Method Research Identified.

Three mixed methods studies were identified, all of which were conducted within educational setting in non-western countries.

Agheshteh and Mehrpour (2021) explored the potential power imbalances that exist within supervision relationship between senior teachers and classroom teachers within the Iranian education system. Adopting the Foucauldian conception of power, the authors conducted an integrated mixed methods study that explored the experiences of supervision and perceptions of power within the supervision space using post-observation feedback (n = 9) and interviews with modern language teachers (n = 12). This was followed by a quantitative phase which distributed surveys to senior teacher supervisors and classroom teacher supervisees (n = 151). Qualitative data identified traditional, prescriptive approaches of power within teacher supervision, where the supervisor exerts power over the supervisee through their status, experience, and expertise. Factor analysis of the survey data resulted in the extraction of two factors, directiveness and uniformity. Quantitative data demonstrated that supervisor and supervisees were in agreement regarding these positions of power and identified non-significant differences in inferential tests investigating statistical differences between the groups.

Ngwenya (2020) explored teachers' views of supervision within South African schools to investigate which models of supervision were perceived and experienced most positively. Ngwenya adopted a convergent mixed methods design. A questionnaire was used to elicit teacher views (n = 102). Closed questions, scaled questions, and open-ended questions were used to collect a range of quantitative and qualitative data which was then analysed through descriptive statistics and qualitative methods, respectively. Results demonstrated that supervision was experienced through an eclectic mix of models contingent to context and situation and was more beneficial when less traditional/autocratic models were used and when supervision was flexibly applied, was regularly available, and occurred continuously over a teacher's career.

De Nazare-Coimbra et al. (2020) explored how pedagogical supervision can contribute to innovation and collaboration within the professional development of teachers within schools in the Porto district of Portugal. The author adopted a convergent mixed-methods design consisting of a quantitative and qualitative arm that were implemented together. The first arm of the study collected data using a questionnaire sent to classroom teachers in six schools in the area (n = 130). The questionnaire consisted of mostly closed and scaled questions and was analysed using frequency tables and descriptive statistics. The qualitative arm focused on exploring the experiences of a small sample of supervisors within the school context (n = 8). Data was collected through one-to-one semi-structured interviews. Interviews were transcribed, coded, and categorised. Data from both methodologies were integrated and analysed. Research findings demonstrated that pedagogical supervision can gradually enhance the educational quality and professional development of teachers in the learning community by increasing the opportunity for teamwork, rich feedback, and reflection.

Qualitative Research Studies Identified.

Two qualitative studies were identified, both of which were conducted within educational systems outside of the UK.

Gardner et al. (2022) explored the benefits of implementing reflective circle peer supervision within secondary schools. The author adopted a qualitative paradigm to explore the experiences and perceptions of teachers who are employed in three special schools situated in high poverty areas. All three schools adopted a modified version of Gardner's (2014) model of critical reflection. Teachers then had the opportunity to volunteer to take part in one-to-one semi-structured interviews (n = 12). The author adopted Rice and Izzy's approach to thematic analysis (1999) to analyse the data. Four themes were identified,

'restoring and supportive: generating mutual support', 'Enabling: Seeing different perspectives and so questioning your own', 'empowering: identifying and questioning values and beliefs in the context of the bigger picture' and 'Sense of agency: Recognising that change is possible'. The themes affirm the value of the reflective circles within the school setting, emphasising the positive effects related to mutual support, awareness of different perspectives, discussion of alternative strategies as well as building confidence and capacity for change.

Younghusband and Koehn explored the use of peer-orientated triads in supporting newly qualified teachers in Canada receive ongoing feedback, support, and opportunities for peer learning. Triads described a form of peer-supervision where three peers of different experience meet termly to collaborate, problem-solve, and informally observe each other's practice. Teachers received school input regarding contracting methods and implementation strategies to help implement the triad supervision. Two groups of teachers completed two terms of peer-orientated triads (Elementary school teacher group, n = 30; Secondary school teacher, n = 30). Teacher views and experiences of the implemented peer supervision was collected through informal conversations with teacher mentors, observations made by faculty members, and field notes of noteworthy events. Data was merged and qualitatively analysed to form three themes, 'resistance to implementation', 'resilience and adaptive practice', 'building community and relationships'. Although the analysis identifies the initial challenges in implementing a new avenue of teacher support, the themes highlight how newly qualified teachers value a safe place to reflect, collaborate and learn.

Analysis of the Scoping Review Literature

The identified literature was analysed using the principles of thematic synthesis as described within the Cochraine-Campbell Handbook for Qualitative Evidence Synthesis

(Noyes et al., 2023). The findings of the study were coded line-by-line. Codes were then grouped, mapped, and labelled to form descriptive themes. These themes are summarised below as key factors.

Key Factors and Research Gaps

Throughout the identified literature the definition and focus of teacher supervision varied considerably. Although all 11 studies used the term supervision, many other names were also used within the studies to describe supervision-like practices within schools. For example, mentoring, coaching, teaching triads, instructional supervision, and work discussion groups were just a few names given to supervision-like practices in the scoping literature (See Aghast & Mehrpour, 2021; Ceballos, 2020; De Nazare-Coimbra et al., 2020; Ellis and Wolfe, 2019; Gardner et al., 2022; Geeraerts et al., 2015; Ghavifer et al., 2019; Glickman and Burns, 2021; Khun-Inkeeree et al., 2019; Ngwenya, 2020; Younghusband & Koehn, 2022). Where some of these terms can be considered as synonyms for similar practices, others ranged considerably in their focus, user autonomy, and purpose. For instance, some studies focused on the way supervision could enhance performance management (Aghast & Mehrpour, 2021; Ngwenya, 2020; Younghusband & Koehn, 2022). Furthermore, due to the broad scope of this preliminary review, the way in which the term 'peer' was operationalised within the identified studied varied considerably For instance, many considered the space as an opportunity for line management (Aghast & Mehrpour, 2021; De Nazare-Combra et al., 2020; Khun-Inkeeree; Ghavifer et al., 2019). Placing thought into the way peer supervision is labelled and conceptualised is important to consider when implementing search terms for a more robust, systematic review of the literature.

Although, Glickman and Burns (2021) highlighted that teacher wellbeing should be an important focus of teacher supervision and was cited in all but one of the studies compiled

in the scoping review, many of the explorative and investigative studies, such as Ghavifer et al. (2019), Khun-Inkeeree et al. (2019) and Ngwenya (2020) highlighted a more pedagogical and appraisal led focus, justifying the use of teacher supervision through its impact on monitoring, teacher competence, and teacher effectiveness. The way in which the process of supervision is operationalised differently within schools, education settings, and education research is something that is not directly addressed in the scoping literature and is a gap that should be further explored in a more systematic review of the literature.

Teachers' experience of supervision varied across the scoping literature. Where some teachers viewed the experience positively, highlighting the benefits to wellbeing, problem-solving, and skill development (Ellis & Wolfe, 2019; Gardner et al., 2022; Khun-Inkeeree et al., 2019), other studies emphasised concerns related to autonomy, difficulties in finding a safe space in the school, and power imbalances (Aghast & Mehrpour, 2021; Ellis and Wolfe; 2019; Ngwenya, 2020). This conflict within the identified literature needs further exploration in a more robust review of the literature. Currently there is no systematic review that focuses on how clinical peer supervision is used within schools. Although two literature reviews were identified (Ceballas, 2020; Glickman & Burns, 2021), both focused on schoolteachers in the United States and are possibly fallible to cross-cultural validity issues if directly compared to the supervision experiences of teachers who practice in different socio-cultural contexts. Furthermore, the method used to identify, synthesise, and evaluate the relevant literature was not transparent and may be susceptible to selection bias.

Apart from one exception, all studies that collected primary data identified within the scoping review were conducted outside of the UK's educational system and adopted research designs that focused on quantitative analysis (Aghast & Mehrpour, 2021; Ceballos, 2020

Geeraerts et al., 2015; Ghavifer et al., 2019; Ngwenya, 2020). Only Ellis and Wolfe

(2019), Gardner et al. (2022), and Younghusband and Koehn (2022) studies explored teacher

experiences using a qualitative analysis. As the studies identified in the scoping literature

largely emphasise the voice of education researchers, psychologists, and school staff who

hold senior positions, it is important to systematically review the research more robustly to

explore whether there is a research gap peer-reviewed research that gathers a richer, more in-

depth view of teachers' experiences of peer-supervision within schools.

Appendix B

Rapid Evidence Assessment Question Formation

This appendix summarises the use of the SPIDER framework to formulate the

literature search question for the Rapid Evidence Assessment

Spider Framework for REA

Factor	Focus
S- Sample The group you are focusing on.	Classroom teachers
P and I- Phenomenon of interest The experience your research examining	Experiences and perceptions of peer supervision within schools in the UK.
D- Design How the research will be carried out	Mixed methods
	Experiences and views
E- Evaluation What are the outcomes you are mentioning?	
R- Research type What is the research type you are undertaking?	Quantitative, qualitative, mixed methods.

Appendix C

Quality Assessment and Risk of Bias of Identified Studies

CASP analysis adapted to explore the quality of qualitative and quantitative studies identified by PRISMA

Authors & Publication	CASP criteria score*									
	Clear statement of research aims?	Is the methodology appropriate?	Was the research design appropriate to address research aims?	Was the recruitment strategy suitable to the aims of the research?	Was the data collected in a way that addressed the research issue?	Has the relationship between researcher and participants been adequately considered?	Has ethical issues been considered?	Was the data analysis sufficiently rigorous?	Is there a clear statement of findings?	Is the research valuable to the field?
Willis and Baines (2017)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rae et al. (2017)	Y	Y	Y	S	Y	Y	Y	U	Y	Y
Ellis and Wolfe (2019)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gardner et al. (2022)	Y	Y	Y	Y	Y	U	Y	Y	Y	Y

Note. *Y= Yes, U= Unclear or ambiguous, S = somewhat, and N= no

Quality appraisal of quantitative research using JBI

Authors & Publication	JBI criteria score*									
	Clear statement of research aims?	Were the criteria for inclusion in the sample clearly defined?	. Were the study subjects and the setting described in detail?	Was the exposure measured in a valid and reliable way?	Were objective, standard criteria used for measurement of the condition?	Were confounding factors identified?	Were strategies to deal with confounding factors stated?	Were the outcomes measured in a valid and reliable way?	Is there a clear statement of findings?	Is the research valuable to the field?
Geeraerts et al. (2015)	Y	S	Y	Y	Y	U	U	S	Y	Y

Note. *Y= Yes, U= Unclear or ambiguous, S = somewhat, and N= no

Appendix D

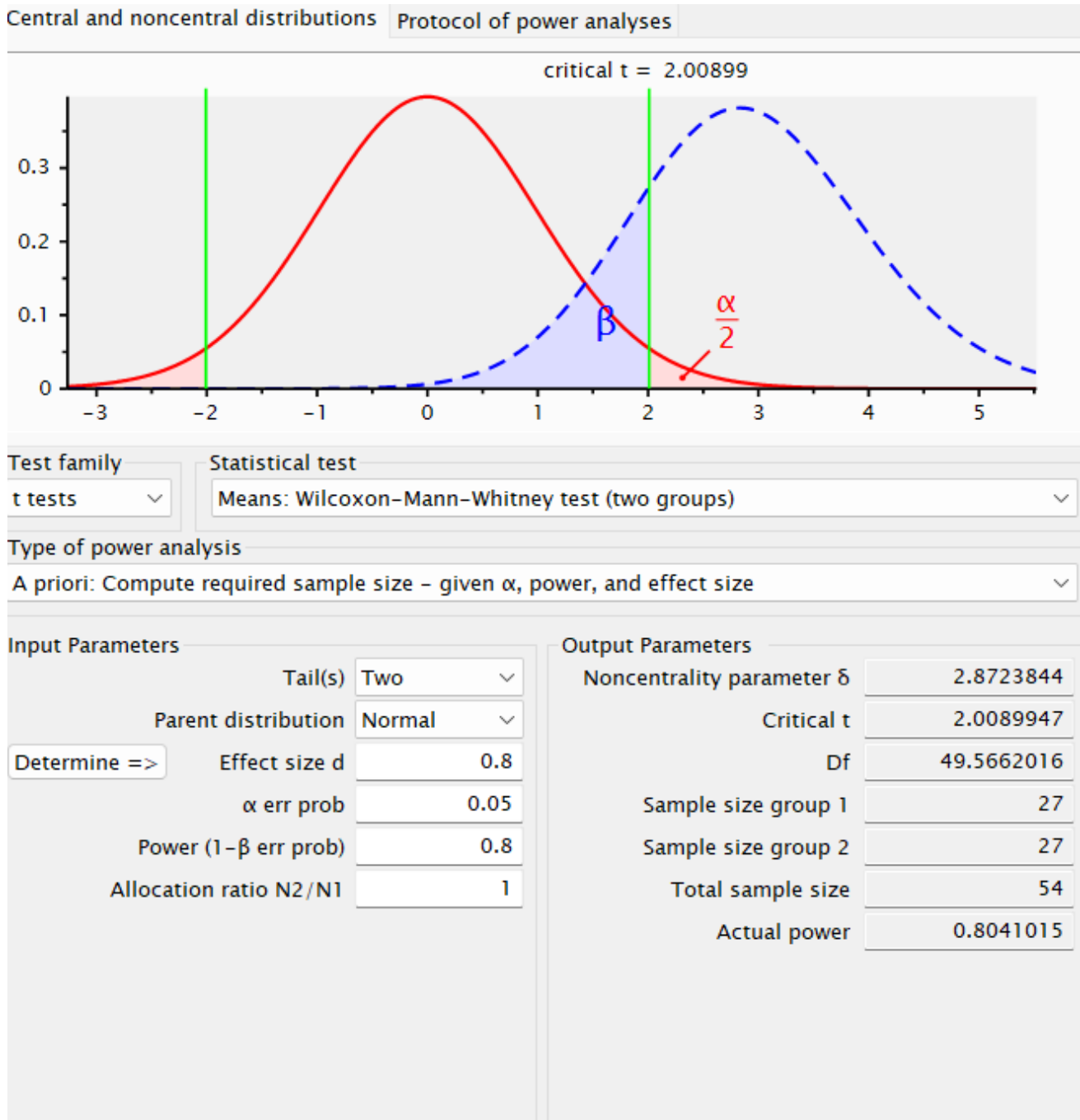Exemplar of Initial Coding of Identified Literature Within Thematic Analysis

The need for effective systems at a whole school/systems level	
It is not the model of supervision that is selected but the way the model is used that is important (Mullarkey, Keeley, and Playle 2001; Scaife 2009). In a school context, it is important to ensure that resources are made available to develop, maintain and evaluate the system for supervision through a regular audit. This will assist in ensuring the SLT/management see the benefits of this type of supervision and ensure its continuation.	-Regular evaluation
We would also argue that group supervision can offer increased access/frequency of supervision, reciprocal learning through shared experiences, increased skills and responsibility for self-assessment (Proctor (2000). The term group supervision is selected because the authors propose that this model combines both the concept of group work and supervision, the process entailing the supportive function of supervision and the discussion of emotional responses to issues as opposed to managerial or educational solutions to issues. Thus though problem-solving may occur, the process is more about exploring issues the participants wish to bring as well as opportunities to share success.	-Group supervision /

Problem solving focus. |
Relevance for EP practice	
The results of this small-scale study suggest that teachers in SEBD School view the role of the EP through a reactive rather than proactive lens with a tendency to focus on 'fixing' the needs of individual children. The role of the EP was seen through the narrow lens of a 'within pupil' focus rather than at a preventative systematic level. Promoting teacher well-being through supervision was not understood or seen as a skill that EPs could offer to promote and support teachers' psychological well-being. This suggests that supporting teachers' well-being is currently a relatively underdeveloped role for EPs.	
The authors could understand that this would be the outcome of the research in the two school contexts which were the focus of this study where staff had limited (if any) access to the model of supervision promoted by the researchers or other models adopted in social care. Sadly, the relationship between teacher well-being and pupil well-being in terms of promoting positive communication within relationships or promoting a positive school ethos was not considered by teachers' as something that EP's could offer.	Barriers
This suggests that EPs may need to re-think how they can proactively encourage SEBD schools to utilise EPs in promoting the positive well-being of teachers through supervision. Despite the clearly evidenced relationship between teacher and pupil well-being, many special schools may be cautious of engaging in initiatives that although worthy, might detract from what they see as their primary focus: pupil behaviour and progress. This may require making the relationship between teacher well-being and pupils' educational and emotional well-being (Roffey 2012) more explicit.	
The professional training of EPs places them in a unique position to model as well as embed universal and targeted mental health interventions at a multimodal level that includes pupils, staff and parents (Wolpert et al. 2015). Salter-Jones (2012) recommends that developing supervision systems for staff working closely with pupils with identified needs and allowing opportunities	

Exemplar of synthesis of coding and theme construction for thematic analysis

Codes	Descriptive themes	Rae et al., 2017	Ellis and Wolfe (2019)	Willis and Baines (2017	Gardner et al. (2022)
Frequency and duration Management roles / facilitation Group size Membership Ground rules and contracting Evaluation and flexibility	'Implementation and structure'	• A consensus that the EP in these contexts should not have a role in the supervision process. • Resources are made available to develop, maintain and evaluate the system for supervision through a regular audit. • Access to group supervision can offer increased frequency of supervision, reciprocal learning through shared experiences, increased skills, and responsibility for self-assessment.	• Flexible and collaborative format which enabled the group members to consider an issue as a group, rather than focusing on one member at a time. • 'Group readiness' before following the recommended structure of a WDG. • 'Coming together' as a group in a way that may feel safer than the conventional WDG structure. Allowing time for the group to form is a key.	• Independent supervisor was of a benefit to the process. Not only did some feel this allowed them to be more honest in their contributions to the sessions, the sense of detachment from the school was an advantage.	• It was important that participants were from the same level: principals in one group, teachers in another, so that they could speak freely and see that their experiences partly related to having similar roles. his meant for some seeking a change in culture in the staff team, from talking about problems to trying to be active in changing them
Previous experiences of supervision Fear of judgement Lack of change Organisational and logistical issues	'Barriers and limitations'	• Staff not being supportive of each other was also identified as a stressor by teachers and reference was made by staff in both schools regarding the lack of appropriate support from the senior leadership team (SLT). • The majority of teachers expressed that they had no experience of engaging in the supervision process with an EP. • Teachers may be less well placed to manage psychological stress due to limited provision and experience of support mechanisms an	• Initial inability to follow the traditional structure of a WDG. • Group members were almost 'not ready' to be within a structured WDG, nor able to participate in case presentation. • e resistance to the structure linked to high levels of stress and anxiety due to ongoing organisational changes in all the settings. • potential conflicts arising with the group of the members colluding together, in an effort to berate the headteacher or other senior members of the school.	• Lack of supervisee engagement and a feeling that the groups do not meet frequently enough are most prominent. • confidential nature of the group discussions fail to influence school decision making. • Having noted she previously felt uncomfortable raising an issue with the headteacher, s	

Appendix E

G*power output and statistical power calculations for the estimated sample size needed for the questionnaire data collection.

Central and noncentral distributions	Protocol of power analyses

critical t = 2.00899

Test family

t tests

Statistical test

Means: Wilcoxon–Mann–Whitney test (two groups)

Type of power analysis

A priori: Compute required sample size – given α, power, and effect size

Input Parameters

Tail(s)	Two	
Parent distribution	Normal	
Determine => Effect size d		0.8
α err prob		0.05
Power (1–β err prob)		0.8
Allocation ratio N2/N1		1

Output Parameters

Noncentrality parameter δ	2.8723844
Critical t	2.0089947
Df	49.5662016
Sample size group 1	27
Sample size group 2	27
Total sample size	54
Actual power	0.8041015

Appendix F

Advert for the Study.

Appendix G

Participant Information Sheet

PARTICIPANT INFORMATION SHEET

An exploration of classroom teachers' perceptions and experiences of peer supervision

Contact person: Mick Doyle

Email: U2190376@uel.ac.uk

You are being invited to participate in a research study. Before you decide whether to take part or not, please carefully read through the following information which outlines what your participation would involve. Feel free to talk with others about the study (e.g., friends, family, etc.) before making your decision. If anything is unclear or you have any questions, please do not hesitate to contact me on the above email.

Who am I?

My name is Mick Doyle. I am an postgraduate student in the School of Psychology at the University of East London (UEL) and am studying for a Doctorate in Educational and Child Psychology. As part of my studies, I am conducting the research that you are being invited to participate in.

What is the purpose of the research?

I am conducting research to explore schoolteachers' views and experiences of supervision to help understand the needs and barriers related to implementing peer-supervision in the school context across the UK. I am initially interested in how teachers' understand the concept of peer supervision

and how peer supervision is used effectively in the school context to support mental health and wellbeing. The long-term goal of the study is to develop guidance to promote the practice of peer supervision with classroom teachers in schools across the UK.

Why have I been invited to take part?

To address the study aims, I am inviting classroom teachers who are interested in models of teacher support and wellbeing to take part in my research. If you have qualified teacher status and whose primary role is a classroom teacher, you are eligible to take part in the study. It is entirely up to you whether you take part or not, participation is voluntary.

What will I be asked to do if I agree to take part?

If you agree to take part, you will be asked to complete a questionnaire exploring your current job role, your knowledge and experience of supervision in an educational setting, as well as questions related to teacher wellbeing. The questionnaire will take no longer than 15 minutes to complete.

There is an opportunity at the end of the questionnaire to volunteer for an optional interview further exploring your experiences of supervision and teachers' mental health. This interview will be like having an informal chat and will take place over Microsoft teams, lasting no longer than 30 minutes. Please note that interviews will be recorded.

Can I change my mind?

Yes, you can change your mind at any time and withdraw without explanation, disadvantage or consequence. If you would like to withdraw from the survey, you can simply leave the survey before completion. If you withdraw, your data will not be used as part of the research. If you have volunteered for an interview, you can withdraw consent at any time during the interview and after the interview has taken place. After data has been collected and the interview has been transcribed, your data will be anonymised and unidentifiable. At this point, withdrawal will not be possible.

Are there any disadvantages to taking part?

There should not be any major psychological or physical disadvantage to taking part in this study. At the end of the questionnaire a debrief form will be provided. This will allow participants to contact the researcher and signpost them to services if more information or support is required.

How will the information I provide be kept secure and confidential?

- Your consent form will be stored on a UEL secure OneDrive file, that only the researcher and their research supervisor have access to. No other personal details than on the consent form will be requested or stored.
- The responses gathered from the survey will also be stored on the secure UEL OneDrive file that only researchers and research supervisors have access to.
- The anonymised data will be seen by our research supervisors, and results are likely to be used in the dissemination of findings (including potential publication) which will be seen by colleagues and anyone else who wishes to view the research.
- It is unlikely that confidentiality will need to be broken, but the researchers retain the right to report any safeguarding issues to the appropriate professionals in the case that there is a risk of harm to any children or young people, or other colleagues.

For the purposes of data protection, the University of East London is the Data Controller for the personal information processed as part of this research project. The University processes this information under the 'public task' condition contained in the General Data Protection Regulation (GDPR). Where the University processes particularly sensitive data (known as 'special category data' in the GDPR), it does so because the processing is necessary for archiving purposes in the public interest, or scientific and historical research purposes or statistical purposes. The University will ensure that the personal data it processes is held securely and processed in accordance with the GDPR and the Data Protection Act 2018. For more information about how the University processes personal data please see
www.uel.ac.uk/about/about-uel/governance/information-assurance/data-protection

For the purposes of data protection, the University of East London is the Data Controller for the personal information processed as part of this research project. The University processes this information under the 'public task' condition contained in the General Data Protection Regulation (GDPR). Where the University processes particularly sensitive data (known as 'special category data' in the GDPR), it does so because the processing is necessary for archiving purposes in the public interest, or scientific and historical research purposes or statistical purposes. The University will ensure that the personal data it processes is held securely and processed in accordance with the GDPR and the Data Protection Act 2018. For more information about how the University processes personal data please see
www.uel.ac.uk/about/about-uel/governance/information-assurance/data-protection

What will happen to the results of the research?

The research will be written up as a thesis and submitted for assessment. The thesis will be publicly available on UEL's online repository. Findings will also be disseminated to a range of audiences (e.g., academics, clinicians, public, etc.) through journal articles, conference presentations, talks, and blogs. In all material produced, your identity will remain anonymous, in that, it will not be possible to identify you personally. For those who participate in the interview, all names, places, and identifiable information will be removed or replaced with a pseudonym.

Anonymised research data will be securely stored by Dr Lucy for a maximum of 3 years, following which all data will be deleted.

Who has reviewed the research?

My research has been approved by the School of Psychology Ethics Committee. This means that the Committee's evaluation of this ethics application has been guided by the standards of research ethics set by the British Psychological Society.

Who can I contact if I have any questions/concerns?

If you would like further information about my research or have any questions or concerns, please do not hesitate to contact me.

Mick Doyle

u2190376@uel.ac.uk

If you have any questions or concerns about how the research has been conducted, please contact my research supervisor Dr Lucy Browne. School of Psychology, University of East London, Water Lane, London E15 4LZ,

Email: l.browne@uel.ac.uk

or

Chair of School Ethics Committee: Dr Trishna Patel, School of Psychology, University of East London, Water Lane, London E15 4LZ.

(Email: t.patel@uel.ac.uk)

Thank you for taking the time to read this information sheet

Appendix H

Consent Form

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

(This will be displayed on the second slide of the questionnaire)

An exploration of classroom teachers' perceptions and experiences of peer supervision:

Contact person: Mick Doyle

Email: u2190376@uel.ac.uk

	Checkbox
I confirm that I have read the participant information sheet dated for the above study and that I have been given a copy to keep.	
I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
I understand that my participation in the study is voluntary and that I may withdraw at any time, without explanation or disadvantage.	
I understand that if I withdraw during the study, my data will not be used.	
I understand that I have 2 weeks from the date of the interview to withdraw my data from the study.	
I understand that the interview will be recorded using Microsoft teams	
I understand that my personal information and data, including video recordings from the research will be securely stored and remain confidential. Only the research team will have access to this information, to which I give my permission.	
It has been explained to me what will happen to the data once the research has been completed.	

I understand that short, anonymised quotes from my interview may be used in material such as conference presentations, reports, articles in academic journals resulting from the study and that these will not personally identify me.	
I would like to receive a summary of the research findings once the study has been completed and am willing to provide contact details for this to be sent to.	
I agree to take part in the above study.	

Participant's Name (BLOCK CAPITALS)

....

Participant's Signature

....

Researcher's Name (BLOCK CAPITALS)

....

Researcher's Signature

....

Date

....

Appendix I

Debrief Form

PARTICIPANT DEBRIEF SHEET

An exploration of classroom teachers' perceptions and experiences of peer supervision

Thank you for participating in my research study on exploring teacher views and experiences of supervision. This document offers information that may be relevant in light of you having now taken part.

How will my data be managed?

The University of East London is the Data Controller for the personal information processed as part of this research project. The University will ensure that the personal data it processes is held securely and processed in accordance with the GDPR and the Data Protection Act 2018. More detailed information is available in the Participant Information Sheet, which you received when you agreed to take part in the research.

What will happen to the results of the research?

The research will be written up as a thesis and submitted for assessment. The thesis will be publicly available on UEL's online Repository. Findings will also be disseminated to a range of audiences (e.g., academics, clinicians, public, etc.) through journal articles, conference presentations, talks, magazine articles. In all material produced, your identity will remain anonymous, in that, it will not be possible to identify you personally. For instance, personally identifying information will either be removed or replaced with a pseudonym.

Anonymised research data will be securely stored by Dr Lucy Browne for a maximum of 3 years, following which all data will be deleted.

What if I been adversely affected by taking part?

It is not anticipated that you will have been adversely affected by taking part in the research, and all reasonable steps have been taken to minimise distress or harm of any kind. Nevertheless, it is possible that your participation – or its after-effects – may have been challenging, distressing or uncomfortable in some way. If you have been affected in any of those ways, you may find the following resources/services helpful in relation to obtaining information and support:

- **Samaritans.** To talk about anything that is upsetting you, you can contact Samaritans 24 hours a day, 365 days a year. You can call 116 123 (free from any phone), email jo@samaritans.org or visit some branches in person

- Education support. To talk about mental health and wellbeing concerns, you can contact Education support, a specific organisation that specialise in teacher and educators wellbeing needs. You can call **08000 562 561.**

Who can I contact if I have any questions/concerns?

If you would like further information about my research or have any questions or concerns, please do not hesitate to contact me.

Mick Doyle

u2190376@uel.ac.uk

If you have any questions or concerns about how the research has been conducted, please contact my research supervisor Dr Lucy Browne. School of Psychology, University of East London, Water Lane, London E15 4LZ,

Email: l.browne@uel.ac.uk

or

Chair of School Ethics Committee: Dr Trishna Patel, School of Psychology, University of East London, Water Lane, London E15 4LZ.

(Email: t.patel@uel.ac.uk)

Thank you for taking part in my study

Appendix J Questionnaire Questions

Appendix J

Questionnaire Questions

Section 1: Demographics

1. To which gender do you most identify?

- o   Cis male
- o   Cis female
- o   Transgender
- o   Non-binary
- o   Other
- o   Prefer not to say.

2. What is your ethnicity?

Ethnicity is not referring to nationality, place of birth or citizenship. It is about the group to which you perceive you belong. Please tick the appropriate box

Asian or Asian British:

- o   Indian
- o   Pakistani
- o   Bangladeshi
- o   Chinese
- o   Any other Asian Background, please specify:
- o   Prefer not to say

Black, African, Caribbean, or Black British

- o   African
- o   Caribbean
- o   Black British
- o   Any other Black, African, or Caribbean background, please specify:
- o   Prefer not to say.

Mixed or Multiple ethnic groups

- o   White and Black Caribbean
- o   White and Black African
- o   White and Asian
- o   Any other Mixed or Multiple ethnic background, please specify:
- o   Prefer not to say

White

- o   English
- o   Welsh
- o   Scottish

- o   Northern Irish
- o   Irish
- o   British
- o   Gypsy or Irish Traveller
- o   Prefer not to say

3. Do you consider yourself to be disabled or have a health condition?

- o   Yes
- o   No
- o   Prefer not to say

4. As well as a classroom teacher, do you hold any additional responsibilities?

5. What is the school setting that you currently work in?

- o   Early Years
- o   Infant
- o   Junior
- o   Primary
- o   Secondary 11-16
- o   Secondary 11-18
- o   Other

If Other, please specify:

6. Who is your employer?

- o   Local authority
- o   Independent
- o   Multi-academy trust
- o   Other

If other, please specify:

7. How long have you been teaching/working in the education sector?

- o   1-2 years
- o   3-4 years
- o   5-6 years
- o   7-8 years
- o   9-10 years
- o   10+ years

8. What is your work pattern?

- o   Full-time
- o   Part-time
- o   Prefer not to say

Section 2: Supervision

10. Which models of support have you seen adopted in your current and previous educational roles? Please check as many as applicable.

- o   Mentoring
- o   Appraisal
- o   Coaching
- o   Performance management meetings
- o   Teaching triads
- o   Check-ins
- o   Reflective spaces
- o   Wellness champions
- o   Work discussion groups
- o   Motivational interviewing
      The seven eyed supervision model
- o   Other, please specify:

11. What do you think is the purpose of supervision? Please check as many as applicable.

- o   Reflective space
- o   Problem solving
- o   Connection and belonging with peers
- o   Evaluation of practice
- o   Monitoring of practice
- o   Quality assurance
- o   Receive pedagogical advice
- o   Enhance learning and practice
- o   Ethical and professional considerations
- o   Supporting emotional effects of work
- o   Advice on managing workload or resources
- o   Socialising
- o   Goal setting
- o   Challenge inappropriately patterned ways of coping
- o   Celebrate strengths and accomplishments.
- o   Other, please specify:
- o   Not sure

12. Are you aware of any staff members in your school who participate in supervision?

- o   Senior leadership team
- o   Subject leaders
- o   Pastoral teams
- o   SENCo

o   Classroom teachers
o   Teaching assistants
o   Other, please specify:
o   None of the above

13. Do you receive, or have ever received supervision in your current role or past educational experience?

o   Yes
o   No (questionnaire will move to question 18)

14. When does/did the supervision occur?

o   Scheduled in the school day.
o   Scheduled after the school day.
o   Casually, not a scheduled time.
o   Accessed from home, virtually.

15. How frequent is/was the supervision?

o   One off session
o   Timetabled weekly/fortnightly
o   Termly
o   Flexibly, when needed.
o   As part of an INSET day or training session
o   Other, please specify:

16. What form did your supervision take?

o   One to one
o   Group
o   Peer
o   Other

17. What structure did the supervision take?

o   Unstructured- conversational
o   Semi-structured- guiding questions
o   Not sure what structure was adopted.
o   'Reflective teams' discussion model
o   'solution circles' model
o   'Tree of change' model
o   SCPS 'reflective spaces' model
o   'The 6 thinking hats' model
o   Six stage problem solving supervision model
o   Seven-eyed model
o   Other, please specify:

18. Who was your supervisor?

o   Member of senior leadership team within your school

- o Member of senior leadership team from anther school
- o External organisation
- o Educational Psychologist
- o Line manager
- o Colleague/peer
- o Other, please specify:

19. Supervision is a valuable place for reflection:

Strongly disagree   disagree   neither   agree   strongly agree

20. Schools would benefit from supervision as core practice, similar to other clinical professions

Strongly disagree   disagree   neither   agree   strongly agree

21. I would like my school to offer me supervision as part of my role

Strongly disagree   disagree   neither   agree   strongly agree

22. I would like more training input to develop my understanding regarding supervision.

Strongly disagree   disagree   neither   agree   strongly agree

Section 3: Wellbeing

23. I often feel an unmanageable amount of stress within my role.

Strongly disagree   disagree   neither   agree   strongly agree

24. I have the capacity to cope with the challenges and demands that my role brings.

Strongly disagree   disagree   neither   agree   strongly agree

25. I feel like I have an adequate network of support in my current role.

Strongly disagree   disagree   neither   agree   strongly agree

26. I feel positive, involved, and fulfilled at work.

Strongly disagree   disagree   neither   agree   strongly agree

27. I feel like I can carry out the required tasks, actions, and responsibilities of my role.

Strongly disagree   disagree   neither   agree   strongly agree

28. I have adequate resources available for me to cope with the demands of my role.

Strongly disagree   disagree   neither   agree   strongly agree

29. I often feel a sense of work enjoyment or satisfaction within my current role.

Strongly disagree   disagree   neither   agree   strongly agree

30. My school takes positive action on health and wellbeing.

Strongly disagree   disagree   neither   agree   strongly agree

Appendix K

Example Feedback from Pilot Study

From: ANON
Sent: 30 May 2023 12:38
To:
Subject: Re: questionnaire for piloting

Hi Mick,

      The questionnaire was really clear and easy to follow. The blurbs at the top of each section made it really clear what the questions were about. This is particularly important for someone who hadn't come across supervision before and also in indicating the purpose of those questions.

I liked that it sometimes allows you to flick back and forth between the pages so that answers can be easily checked/amended.

It took me to the 'attitudes regarding supervision experience' page twice (although it saved my answers for the second time)
Even though I said I have never taken part in supervision, it took me to the page about 'experiences of supervision' and there were no options to say I haven't had any. It did allow to not answer these questions though.

The final debrief page doesn't open well on a mobile device, with some of the text boxes being too wide.

It also asked for my email address for a follow up interview even though I clicked no to this earlier

It took me about 10 minutes to complete and I clicked no for supervision.

Yours Sincerely

ANON

Appendix L

Question Guide for Semi Structured Interviews

1. What does supervision mean to you?
2. What do you think is the purpose of supervision?
3. How can it support: reflection, problem-solving etc.
4. What areas of wellbeing can supervision support?
5. What did/does a typical supervision session look like? :Frequency, duration, activities
6. What does effective supervision look like to you?
7. Who would benefit from supervision in schools?

8. How could supervision be best delivered in your school setting?
9. What are the barriers to supervision and how do you think they can be overcome?

Appendix M

Example of Coding for the Thematic analysis

Participant 1: A

Time

I: Thank you for coming, and very quick reminder, this is an interview related to supervision-
P: Yes.
I: I will send you after the interview a debrief with details of the research. Okay, umm, so, we have chatted off tape, before the recording about the consent and withdrawal and I think we can get started with some questions if you like?

P: Yep.
I: Umm, what does supervision mean to you?
P: Oh, no that is a hard question to ask. I see it as someone who, has done or does the same role as me, umm, supporting? Yeah, supporting. Supporting in a wider way. Like, what am I doing, my practice, and where I want to go. So I guess, someone supporting my professional practice but also my wider needs. Yeah, hope that is clear.

Power and group dynamics	
Expertise/knowledge/experience	
Support / check ins	

I: Yeah, certainly. So you began talking about something I was going to ask you next which was about the purpose of supervision, you have defined it through the purpose-

P: Yeah, I have kinda defined it through what I want out of it I guess. I haven't supervised anyone, umm, so I'm kinda looking at it from that angle. So what I would want from good supervision, I guess.

I: So supervision has a supervisor?
P: Yes, I think so but I don't think a supervisor has to be, umm, has to be a hierarchical level above me, I would feel like I could get that through a fellow teacher.

Power and group dynamics	
Expertise / knowledge /experience	

I: Oh, Okay.
P: But I don't know if I would feel like that if my supervisor was a first year teacher compared to a teacher who had been teaching for like, 15 years? I don't know, I haven't thought about it I guess, yeah.

Power and group dynamics	
Expertise / knowledge/ experience	

I: You could think about it now if you wanted?
P: Ha-ha, I could think about it out loud. I could gain from my, I could gain things from my practice from any teacher. I spoke to my ECT earlier about something he did in his lesson and I was immediately like "oh, this could work with a really difficult class I had" but I guess that wasn't his purpose, he was just excited to share something he had done.

Power balance	
Expertise / knowledge/experience	
Solution driven	

I: Hmm.
P: But it doesn't matter because I got the same thing out of it.
I: That's interesting, so you mentioned supervision as support, umm, is there any other words you would like to add to that or are you happy with support for now?
P: Support. I can't think of the exact words, yeah. I see it as someone looking out for you and honing your purpose I guess.

Overseeing	

I: So supervision is to support, honing your purpose, how might it hone reflection or problem solving or wellbeing, how might it support those aspects?
P: I guess you would want someone to be a critical friend type of thing. I quite like that phrase-

Trust/ comfort/discomfort/	
*challenge	

I: hmm.
P: Umm, so I wouldn't, wait I'm just about to say the exact opposite, ha-ha. I wouldn't want someone to just give me the answer, what I would actually want is for someone to ask a couple of questions about what I think about what I could do or how I might solve that problem. I can't remember the other part of your question.

Autonomy/empowerment/instilling	
confidence	
Space to develop new	
understanding	

I: No problem, I guess that was focusing on reflection suppose.
P: Yeah, because it is quite hard to reflect sometimes, especially if you are really emotionally attached to it, like if you have had a really bad lesson or you don't feel like you are getting anywhere with something. I guess you would want that if you were frustrated with it. Helpful reflection I guess.

Reflection	

I: Okay, that is quite interesting actually. I guess you were talking about personal preference of not wanting the answers and after a bad lesson I can think of examples where people might want to give you solutions-
P: Yeah, yeah it can be quite hard.
I: Or space to think. Do you think there is a space in supervision for both of those things?
P: I think if you knew the person, I think there is a point where you would want someone to come in and go "look why don't you try thing, this, and this" but I would hope that someone would know the right time to do that, even more so if I didn't know them well. So I think it would be quite difficult to judge when you would have to ask some kind of coaching type question and when to go "what about this?".

Solution driven	
Training/skill of supervisor	

I: There is a skill to being a supervisor.
P: Yeah, there is a huge skill to it and I don't know how you would gain that without experience or training.

Solution driven	
Training/skill of supervisor	

I: Interesting.
P: Yeah, ha-ha.
I: Okay, thank you. Well that three part question also mentioned problem-solving and wellbeing.
P: Aww, wellbeing is quite interesting. I guess when I think about times when I have been with my supervisor and it has been in a small group, umm, there has only been the one supervisor who was a head of department and there was two members of staff, we did always open with "how has your week been outside of work?" so I guess, in terms of teaching, work life balance is really important. I would want a supervisor to know about personal problems I guess. I think there is room for that.

Training/skill of supervisor	

Wellbeing	
Trust/safety	
Confidentiality/ boundaries	

I: That's interesting, as you earlier you mentioned critical friend and you have mentioned colleagues and you have mentioned

relationships. You have mentioned your supervisor knowing you. That seems important.
P: Yeah, I think they need to know me for it to work because the work is very tiring and my time is really precious. If someone didn't know me and they were suggesting things that were not useful I could see myself getting really frustrated and might feel like it was a waste of time. If someone kinda came in and said "have you tried this?" and I was like "of course I have tried that, I have tried that all the time!" I really would like them to judge where they think I am already at. As my perception of time is so precious, I think I would want someone who knows me so they can immediately get to the thing I need, which is a really impatient thing to say. Umm, I think they would have to have that professional respect too with them. I have seen people give feedback from observations for example, if I think about it from that perspective for a second, I've seen some teachers who are really great teachers but giving feedback is a really different skill as well. So I think I would want to know them. From my side I would like to know they have that professional respect and that I had the professional respect for them and from there side I would like to know the stuff they were telling me or helping me with or supporting me with was on the nose, kind of thing.

Trust/building relationships	
Solution driven	
Time/capacity	
Solution driven	
Time/capacity	
Solution driven	
Training/supervision knowledge	
Trust/ building relationships	
*respect?	

I: Interesting.
P: Hmm.
I: Plucking some bits out of that, you have mentioned that you wouldn't want supervision to be a waste of time, does that mean time spent in supervision is perceived as valuable to you?
P: oh hmm.
I: I mean, do you think in your current school role, you would value using some of that precious time you have on supervision?
P: I would, if it was the right person. I can imagine situations and I have seen situations in schools before where in schools it has not always been a productive thing. For example, I have seen people meeting in triads from different departments to discuss teaching and learning things and it hasn't been productive and it has become a bit of a "oh we have to do that for an hour after school."

Embedding/buy in	

I: Okay.
P: Where I have seen it work really well and it is exciting and it's something I've looked forward to every week.
I: Oh, it was weekly?
P: Yeah, it was kind of a CPD kind of thing. Yeah, I would value it, if it was working. It is a kinda frustrating thing to say I guess.
I: That's okay, you said when it was working well. I wondered if we could spend a bit more time on what look like?

Embedding/buy in	
Value?	

P: Umm, when it was working well. So, the example I could give you was working in groups of three and it's, actually it was kind of mixed. There were heads of department, teachers, there were people with different TLRs in the school and they agreed a common thing about their practice to go away and with. We looked at each other's teaching and we kind of, umm, checked in when it was scheduled on out CPD

Power balance/authority	
Supervision as observation	
Working with a shared	
goal/purpose	

Appendix N

Example of the Theme Construction Matrix Table

Supervision as observation	Barriers- Lack of trust / judgement
[1] working in groups of three and it's, actually it was kind of mixed. There were heads of department, teachers, there were people with different TLRs in the school and they agreed a common thing about their practice to go away and with. We looked at each other's teaching and we kind of, umm, checked in when it was scheduled on out CPD (Teacher E)	[19] there is so much stuff around being observed isn't there? It is traditionally judgements and it is used for performance management. I have had loads of experiences where it hasn't been used in a supportive way (Teacher E)
[2] I valued the observation because I think I have a different view about my practice then what is actually going on sometimes, so I might go "I was really good at that questioning" and someone could walk in and go "those two kids were not listening". On the other side, it was nice to hear something went well that I thought went well (Teacher E)	[20] there is so much stuff around being observed isn't there? It is traditionally judgements and it is used for performance management. I have had loads of experiences where it hasn't been used in a supportive way (Teacher E)
[3] I don't know? How would I access those problems that I haven't noticed. Observation helps identify the problem (Teacher E)	[21] know a lot of people who if someone came in to observe them would automatically be stressed out by that even if they had agreed it before and it was really focused. It would seem very much as a hierarchical, judgemental thing. So I think that culture is probably quite hard to shift sometimes (Teacher E)
[4] There is so much stuff around being observed isn't there? It is traditionally judgements and it is used for performance management. I have had loads of experiences where it hasn't been used in a supportive way (Teacher E)	[22] Yes, yes, 'Because you won't judge me.' Whereas they feel, if they tell someone else, they're going to run off and go, 'You'll never guess what, you'll never guess what. They're mental. They're bonkers. They're crazy.' It's like, do you know what? There is a stigma attached to things like mental health. (Teacher D)
[5] I know a lot of people who if someone came in to observe them would automatically be stressed out by that even if they had agreed it before and it was really focused. It would seem very much as a hierarchical, judgemental thing. So I think that culture is probably quite hard to shift sometimes	[23] It's the most infuriating thing to hear as a teacher when you go, 'I'm having problems with this class.' And they go, 'Oh, they're lovely for me. (Teacher D)
[6] guided watching, I think really, for want of a better phrase (Teacher A)	[24] So I think that teachers need to be less prescriptive almost in that way, and less judgemental in the way that they, kind of, help early years, and that would, kind of, create that, kind of, value and ethos that then might mean that they are more effectively engaging in these, kind of (Teacher B)
[7] Because yes, if I think of a supervisor I think of someone in charge, but if I think of supervision I think of, kind of, just someone watching. (Teacher A)	

Appendix O

Ethics Confirmation

![University of East London logo]

School of Psychology Ethics Committee
NOTICE OF ETHICS REVIEW DECISION LETTER
For research involving human participants
BSc/MSc/MA/Professional Doctorates in Clinical, Counselling and Educational Psychology

Reviewer: Please complete sections in **blue** | **Student:** Please complete/read sections in **orange**

Details	
Reviewer:	Please type your full name **Paula Corredor Lopez**
Supervisor:	Please type supervisor's full name **Lucy Browne**
Student:	Please type student's full name **Michael Doyle (Mick Doyle)**
Course:	Please type course name **Prof Doc Educational & Child Psychology**
Title of proposed study:	An exploration of teachers' perceptions and experiences of peer supervision

Checklist (Optional)			
	YES	**NO**	**N/A**

Concerns regarding study aims (e.g., ethically/morally questionable, unsuitable topic area for level of study, etc.)	□	☒	□
Detailed account of participants, including inclusion and exclusion criteria	☒	□	□
Concerns regarding participants/target sample	□	□	□
Detailed account of recruitment strategy	☒	□	□
Concerns regarding recruitment strategy	□	□x	□
All relevant study materials attached (e.g., freely available questionnaires, interview schedules, tests, etc.)	☒	□	□
Study materials (e.g., questionnaires, tests, etc.) are appropriate for target sample	□x	□	□
Clear and detailed outline of data collection	☒	□	□
Data collection appropriate for target sample	□x	□	□
If deception being used, rationale provided, and appropriate steps followed to communicate study aims at a later point	□	□	☒
If data collection is not anonymous, appropriate steps taken at later stages to ensure participant anonymity (e.g., data analysis, dissemination, etc.) – anonymisation, pseudonymisation	□	□	☒
Concerns regarding data storage (e.g., location, type of data, etc.)	□	☒	□
Concerns regarding data sharing (e.g., who will have access and how)	□	☒	□
Concerns regarding data retention (e.g., unspecified length of time, unclear why data will be retained/who will have access/where stored)	□	☒	□
If required, General Risk Assessment form attached	□x	□	□
Any physical/psychological risks/burdens to participants have been sufficiently considered and appropriate attempts will be made to minimise	□x	□	□
Any physical/psychological risks to the researcher have been sufficiently considered and appropriate attempts will be made to minimise	☒	□	□
If required, Country-Specific Risk Assessment form attached	□	□	☒
If required, a DBS or equivalent certificate number/information provided	□	□	☒
If required, permissions from recruiting organisations attached (e.g., school, charity organisation, etc.)	□	□	☒
All relevant information included in the participant information sheet (PIS)	☒	□	□
Information in the PIS is study specific	☒	□	□
Language used in the PIS is appropriate for the target audience	☒	□	□
All issues specific to the study are covered in the consent form	☒	□	□
Language used in the consent form is appropriate for the target audience	☒	□	□
All necessary information included in the participant debrief sheet	☒	□	□
Language used in the debrief sheet is appropriate for the target audience	☒	□	□
Study advertisement included	☒	□	□
Content of study advertisement is appropriate (e.g., researcher's personal contact details are not shared, appropriate language/visual material used, etc.)	☒	□	□

Decision options	
APPROVED	Ethics approval for the above-named research study has been granted from the date of approval (see end of this notice), to the date it is submitted for assessment.
APPROVED - BUT MINOR AMENDMENTS ARE REQUIRED <u>BEFORE</u> THE RESEARCH COMMENCES	In this circumstance, the student must confirm with their supervisor that all minor amendments have been made **<u>before</u>** the research commences. Students are to do this by filling in the confirmation box at the end of this form once all amendments have been attended to and emailing a copy of this decision notice to the supervisor. The supervisor will then forward the student's confirmation to the School for its records. **Minor amendments guidance:** typically involve clarifying/amending information presented to participants (e.g., in the PIS, instructions), further detailing of how data will be securely handled/stored, and/or ensuring consistency in information presented across materials.
NOT APPROVED - MAJOR AMENDMENTS AND RE-SUBMISSION REQUIRED	In this circumstance, a revised ethics application **<u>must</u>** be submitted and approved **<u>before</u>** any research takes place. The revised application will be reviewed by the same reviewer. If in doubt, students should ask their supervisor for support in revising their ethics application. **Major amendments guidance:** typically insufficient information has been provided, insufficient consideration given to several key aspects, there are serious concerns regarding any aspect of the project, and/or serious concerns in the candidate's ability to ethically, safely and sensitively execute the study.

Decision on the above-named proposed research study	
Please indicate the decision:	**APPROVED**

Minor amendments
Please clearly detail the amendments the student is required to make
No amendments but wanted to just note the following: This was a joy to read- very well prepared, very well considered from a research methods perspective, well written and comprehensive coverage throughout. **The only aspect to be aware of was that Appendix 4 page set up didn't shift to the landscape orientation you had likely anticipated, so I could not read the right hand side of the Risk Assessment- but as such low low level risks described and accounted for in this study- and I felt this would be accurate- I have no concerns regarding this.**

Major amendments

Please clearly detail the amendments the student is required to make

Assessment of risk to researcher

Has an adequate risk assessment been offered in the application form?	YES ☒	NO ☐
	If no, please request resubmission with an **adequate risk assessment.**	

If the proposed research could expose the <u>researcher</u> to any kind of emotional, physical or health and safety hazard, please rate the degree of risk:		
HIGH	Please **do not approve a high-risk** application. Travel to countries/provinces/areas deemed to be high risk should not be permitted and an application not be approved on this basis. If unsure, please refer to the Chair of Ethics.	☐
MEDIUM	Approve but include appropriate recommendations in the below box.	☐
LOW	Approve and if necessary, include any recommendations in the below box.	☒
Reviewer recommendations in relation to risk (if any):	**V**ery minimal risks	

Reviewer's signature	
Reviewer: (Typed name to act as signature)	Dr Paula Corredor Lopez
Date:	**03/04/2023**

This reviewer has assessed the ethics application for the named research study on behalf of the School of Psychology Ethics Committee

RESEARCHER PLEASE NOTE

For the researcher and participants involved in the above-named study to be covered by UEL's Insurance, prior ethics approval from the School of Psychology (acting on behalf of the UEL Ethics Committee), and confirmation from students where minor amendments were required, must be obtained before any research takes place.

For a copy of UEL's Personal Accident & Travel Insurance Policy, please see the Ethics Folder in the Psychology Noticeboard.

Confirmation of minor amendments	
(Student to complete)	
I have noted and made all the required minor amendments, as stated above, before starting my research and collecting data	
Student name: (Typed name to act as signature)	**Michael Doyle**
Student number:	**2190376**
Date:	**02/04/2024**

Please submit a copy of this decision letter to your supervisor with this box completed if minor amendments to your ethics application are required

Appendix P

Ethics Proposal Document

University of East London

UNIVERSITY OF EAST LONDON
School of Psychology
APPLICATION FOR RESEARCH ETHICS APPROVAL
FOR RESEARCH INVOLVING HUMAN PARTICIPANTS
(Updated October 2021)
PROFESSIONAL DOCTORATE RESEARCH IN EDUCATIONAL PSYCHOLOGY

Section 1 – Guidance on Completing the Application Form	
(please read carefully)	
1.1	Before completing this application, please familiarise yourself with: ▪ British Psychological Society's Code of Ethics and Conduct ▪ UEL's Code of Practice for Research Ethics ▪ UEL's Research Data Management Policy ▪ UEL's Data Backup Policy
1.2	Email your supervisor the completed application and all attachments as ONE WORD DOCUMENT. Your supervisor will look over your application and provide feedback.
1.3	When your application demonstrates a sound ethical protocol, your supervisor will submit it for review.
1.4	Your supervisor will let you know the outcome of your application. Recruitment and data collection must **NOT** commence until your ethics application has been approved, along with other approvals that may be necessary (see section 7).
1.5	Research in the NHS: ▪ If your research involves patients or service users of the NHS, their relatives or carers, as well as those in receipt of services provided under contract to the

	NHS, you will need to apply for HRA approval/NHS permission (through IRAS). You DO NOT need to apply to the School of Psychology for ethical clearance. ▪ Useful websites: https://www.myresearchproject.org.uk/Signin.aspx https://www.hra.nhs.uk/approvals-amendments/what-approvals-do-i-need/hra-approval/ ▪ If recruitment involves NHS staff via the NHS, an application will need to be submitted to the HRA in order to obtain R&D approval. This is in addition to separate approval via the R&D department of the NHS Trust involved in the research. UEL ethical approval will also be required. ▪ HRA/R&D approval is not required for research when NHS employees are not recruited directly through NHS lines of communication (UEL ethical approval is required). This means that NHS staff can participate in research without HRA approval when a student recruits via their own social/professional networks or through a professional body such as the BPS, for example. ▪ The School strongly discourages BSc and MSc/MA students from designing research that requires HRA approval for research involving the NHS, as this can be a very demanding and lengthy process.	
1.6	If you require Disclosure Barring Service (DBS) clearance (see section 6), please request a DBS clearance form from the Hub, complete it fully, and return it to applicantchecks@uel.ac.uk. Once the form has been approved, you will be registered with GBG Online Disclosures and a registration email will be sent to you. Guidance for completing the online form is provided on the GBG website: https://fadv.onlinedisclosures.co.uk/Authentication/Login You may also find the following website to be a useful resource: https://www.gov.uk/government/organisations/disclosure-and-barring-service	
1.7	Checklist, the following attachments should be included if appropriate: ▪ Study advertisement ▪ Participant Information Sheet (PIS) ▪ Participant Consent Form ▪ Participant Debrief Sheet ▪ Risk Assessment Form/Country-Specific Risk Assessment Form (see section 5) ▪ Permission from an external organisation (see section 7) ▪ Original and/or pre-existing questionnaire(s) and test(s) you intend to use ▪ Interview guide for qualitative studies ▪ Visual material(s) you intend showing participants	

Section 2 – Your Details

2.1	**Your name:**	**Michael Doyle**
2.2	**Your supervisor's name:**	**Dr Lucy Browne**
2.3		**Dr Miles Thomas**

	Name(s) of additional UEL supervisors:	N/A
2.4	Title of your programme:	Professional Doctorate in Educational and Child Psychology
2.5	UEL assignment submission date:	01/04/2024
		Re-sit date (if applicable)

Section 3 – Project Details

Please give as much detail as necessary for a reviewer to be able to fully understand the nature and purpose of your research.

3.1	Study title: Please note - If your study requires registration, the title inserted here must be the same as that on PhD Manager	An exploration of teachers' perceptions and experiences of peer supervision
3.2	Summary of study background and aims (using lay language):	**Background** Teacher attrition has been linked to higher levels of stress and poor mental health and wellbeing. Unfortunately, poor mental health of teachers can lead to emotional exhaustion, teacher absenteeism, presenteeism, and burn-out. Although there is an increasing number of interventions for teachers, these tend to be individually focused and rarely acknowledge the structural, systemic, and organisational drivers of teachers' mental health in schools. Although the use of supervision among senior leaders and pastoral leaders is increasing, much of the programmes that are offered involve external professionals, such as educational psychologists, to facilitate it. There are gaps in knowledge related to how supervision is defined and used in schools by teachers. An exploration of the context in UK schools would be useful to address that research gap. Educational research tends to focus on teachers' performance management and appraisal approaches, currently there are gaps in knowledge surrounding the benefits and positive impacts experienced by teachers who have participated in peer supervision. A rich and in-depth exploration of these experiences would be useful to address those areas currently missing from the research base. **Aims** The purpose of this study is to firstly, explore schoolteachers' views on their current understanding of what peer supervision is and how it is used within schools across the UK. Secondly, to highlight positive experiences of

		peer supervision to give insight into how it can provide a space to help teachers support and sustain wellbeing.
3.3	**Research question(s):**	1. What are teachers' experiences of peer supervision in schools in the UK? 2. What are teachers' perceptions of peer supervision in schools in the UK? 3. What are the positive impacts on teachers who have participated in peer supervision in the UK?
3.4	**Research design:**	An exploratory-sequential mixed methods approach consisting of a quantitative and qualitative design (questionnaire and interview, respectively). The quantitative aspect of the research will be conducted first, with the aim to scope the current context of teacher supervision in schools and to gain a general picture of teachers' perceptions and experiences of supervision in schools. The qualitative element will be conducted sequentially, serving as the priority aspect of the design. Qualitative data will allow a richer, in-depth exploration of teachers' perceptions and experiences of supervision, including its positive impacts on those who have participated. Findings from the quantitative exploration will influence the questions and focus of the qualitative aspect. Data from the quantitative and qualitative methods will be analysed separately and then integrated to explore each research question in turn.
3.5	**Participants:** Include all relevant information including inclusion and exclusion criteria	**Questionnaire** Due to time limitations and the priority of the mixed-methods design focusing on the qualitative element, this study will aim to recruit a minimum of 30 teachers for the questionnaire. This is comparable to similar educational research projects and will produce enough data to analyse patterns across the data using descriptive statistics as well as the possibility of using non-parametric inferential statistical tests to analyse differences within sample. **Interviews** This research aims to recruit a sample size of 6-8 participants. This sample size is comparable to other doctoral theses that have used reflective thematic analysis to analysis qualitative data. This sample size will be small enough to manage within the time scale of a doctoral thesis and large enough to provide new and richly textured understanding of the topic area of teacher supervision (Morse, 2000; Sandelowski, 1995). Although some researchers consider larger sample sizes to be appropriate for qualitative data, others have documented far smaller sample sizes to reach saturation point if the

		participants are comfortable sharing their experiences and that the topic is of low sensitivity (Baker & Edwards, 2021; Barbour, 2008; Bowen, 2008; Fugard & Potts, 2015).
3.6	**Recruitment strategy:** Provide as much detail as possible and include a backup plan if relevant	**Questionnaires** An advert for the study (see Appendix G) detailing the rationale for the study, the inclusion criteria, and a link to the questionnaire will be placed on online platforms (such as Twitter, LinkedIn, EPnet, and the Teacher Education Supplement forums). This will ensure that a wide range of classroom teachers of varying demographics are reached. Teachers on those platforms can then participate through a voluntary basis. This will allow for a breadth of understanding of teacher experiences of supervision. If those who see the advert express an interest, a link will guide them to an online survey populated on Qualitrics. - The first page of the survey will contain a participant information sheet that will detail the rationale of the study. Participants will be able to download and save the PIS just in case they do not finish the questionnaire or wish to withdraw before completion (ensuring the participants still have access to the study information), - A contact email address will be available on the PIS to allow participants the opportunity to make contact and ask questions before taking part. - Consent will be obtained through the mandatory completion of checkboxes on the questionnaire page following the reading of consent information that stipulates the participants have given informed consent before continuing to the survey items (this information will replicate the bullet points found on the consent form in the appendices). - To allow participants to withdraw their data following submission, the survey will ask for the participants full name. The item will make clear that this data will not be used for any other purpose than to identify participants who wish to withdraw their data after completing the survey. The item will make clear that all personal data will be destroyed after the analysis stage of the research (at which point their data will be anonymous and will not be identifiable to be withdrawn). - The last item of the questionnaire will include a debrief form. The whole survey must be completed before data is collected.

Participants who do not complete their questionnaire will be considered to have withdrawn from the study.

Interviews

Participants for the interviews will be recruited from an opt-in item placed at the end of the questionnaire.

- Participants who express an interest to participate in the interview stage of the study will be given an email address to contact.
- The researcher will then send the participant information sheet and consent form for completion (see appendices). Once the consent form is completed, the researcher will organise a time for the virtual interview that is convenient.

Using a homogenous purposive sampling strategy from the teachers who volunteered will improve the chances of reaching a wide cross-section of experience and diversity of perspectives and will offer a higher level of flexibility for the time restraints of a doctoral thesis. Moreover, the voluntary sampling technique will encourage the participation of teachers who are interested in the topic of research, which in turn will increase the chance of high-quality data.

Inclusion criteria

- Full-time or part-time teacher
- Has qualified teacher status (QTS)
- Teaches early years, primary or secondary level.
- Teaches within the comprehensive or independent sector.
- Teaches in an English speaking school
- Is fluent in English
- Primary role should be a time-tabled classroom teacher (50% of full-time hours or 22 hours of scheduled teaching).

Exclusion criteria

- Is not a qualified teacher (QTS).
- Is on the senior leadership pay spine.
- Primary role places them in pastoral or SEND roles.
- Majority of experience is as a temporary member of staff e.g., cover teacher
- Currently is not employed as a permeant member of staff.
- Is currently on a teaching break that is longer than 12 months.

3.7	**Measures, materials or equipment:** Provide detailed information, e.g., for measures, include scoring instructions, psychometric properties, if freely available, permissions required, etc.	An initial scoping questionnaire comprised of closed (yes or no answers), scaled (Likert scaling), and open questions will capture the current context of classroom teachers' current views and experiences of supervision in schools. The questionnaire is divided into three sections (participant demographics, experiences of supervision, and wellbeing), contains 30 items, and will take no longer than 15 minutes to complete. The questionnaire will first be evaluated through a pilot test. Five teachers who fit the inclusion criteria will be chosen through an opportunistic sampling technique to pilot the questionnaire as testers. As testers, these teachers will be able to offer reflections on whether the questionnaire displays correctly, is easy to navigate, has suitable timings and to address any practical problems. Allowing access to the draft questionnaire will allow testers to review and offer feedback on the wording of questions and the appropriateness of sequencing. Data will be collected via 1:1 semi-structured interviews. The interviewer will ask open questions to the participant within a virtual environment e.g., How could supervision be best delivered in your school setting? The semi-structured nature of the interview will allow for flexibility in the ordering and wording of the questions from the question guide and will create the opportunity for participants to raise issues that the researcher has not anticipated. Please see, examples of the question guide in Appendix F.
3.8	**Data collection:** Provide information on how data will be collected from the point of consent to debrief	Due to the sequential mixed methods design, data for the quantitative data will be collected first, followed by the qualitative data. Quantitative data will be collected via an online survey/questionnaire on Qualtrics. The information sheet will be presented on the first page of the online survey. On the second page, participants will need to fill the consent form. Participants will be able to fill the questionnaire only if they give consent. They will then answer the questionnaire on the following pages. If participants do not provide consent, they will be taken to the final page of the study. The debrief form will be presented on the last page of the online survey. Semi-structured/structured interviews will be conducted online via Microsoft Teams. The information sheet and consent form will be sent to the participants prior to the interview. The interviews will take place only if the participants give consent. I will conduct the semi-structured/structured interview following the interview guide. At the end of the interview, I will revisit consent to use the interview data, debrief the participants verbally and also give them the debrief sheet.
3.9	**Will you be engaging in deception?**	**YES** ☐ **NO** ☒

	If yes, what will participants be told about the nature of the research, and how/when will you inform them about its real nature?	**N/a**

3.10	**Will participants be reimbursed?**	**YES** ☐		**NO** ☒
	If yes, please detail why it is necessary.	**N/a**		
	How much will you offer? Please note - This must be in the form of vouchers, not cash.	**N/a**		
3.11	**Data analysis:**	Data collected from the questionnaire will be analysed using descriptive statistics. Appropriate descriptive statistics, such as central tendency and dispersion, will be used to analyse the nominal, ordinal, and continuous data collected from the closed, scaled, and instance-frequency questions. Graphical representations of the descriptive statistics will capture a broad snapshot of teacher experiences. If the questionnaire is completed by a comparable range of participants who have and have not experienced supervision (demonstrating similar shaped distribution through the analysis of histograms), inferential statistical testing could be used to further explore the experiences and views surrounding supervision. Scores of the scaled items (ordinal data from likert scaling) or total scores of sections from those who have and have not experienced supervision (continuous data) could be compared to test for significant differences in areas, such as current wellbeing or perceived effectiveness of supervision in their school setting. Due to the small sample size, it is likely, that a non-parametric test of differences between independent groups (experience of supervision and no experience of supervision) will be appropriate. If the assumptions regarding not normal distributions and similar shaped distributions is met, a Mann Whitney U test will be conducted. The 6-stage approach to thematic analysis (RTA) will be used to analysis the data collected from the focus groups. One benefit of RTA is its commonality in educational research and its accessibility to non-researchers who might benefit from the findings and implications of this study (Creswell, 2014; Howett & Crammer, 2008). Another reason is due to RTA's flexible method which is free from theoretical positions and frameworks (Braun & Clarke, 2013; Howitt & Crammer, 2008). The audio recording of each focus group will be transcribed verbatim and re-read multiple times to increase the familiarity of the content with the researcher. During the transcribing and re-reading, the areas of interest will be highlighted and initially coded. Although selective coding strategies are common in qualitative research that adopt RTA, omitting the data from the analysis serves a more deductive process and can increase the chances of		

<table>
<tr><td></td><td></td><td colspan="3">selection bias. A complete coding approach will be used in the coding process to ensure that all the data set will contribute to the narrative of the RTA (Howett & Crammer, 2008). Similar codes will be combined in a matrix table to facilitate the identification of trends and patterns to help develop themes. Codes and provisional themes will be constantly reflected upon to develop themes and sub-themes.</td></tr>
</table>

Section 4 – Confidentiality, Security and Data Retention

It is vital that data are handled carefully, particularly the details about participants. For information in this area, please see the UEL guidance on data protection, and also the UK government guide to data protection regulations.

If a Research Data Management Plan (RDMP) has been completed and reviewed, information from this document can be inserted here.

4.1	**Will the participants be anonymised at source?**	**YES** ☒	**NO** ☐
	If yes, please provide details of how the data will be anonymised.	Please detail how data will be anonymised	
4.2	**Are participants' responses anonymised or are an anonymised sample?**	**YES** X	**NO** ☐
	If yes, please provide details of how data will be anonymised (e.g., all identifying information will be removed during transcription, pseudonyms used, etc.).	The Qualitrics survey will be set to anonymous. This will mean the survey is distributed through a link rather than a mailing service. Participants will be asked to provide their name to give the opportunity to withdraw data after the completion of the survey. Participants will be able to withdraw their data up until the data is analysed. At this point the data will be anonymised using participant numbers. The raw data will be destroyed. . Prior to answering any questions, participants will be directed towards a page presenting the participant information letter, followed by the consent form that will need to be ticked in order to consent to the study and participate. When participants reach the end of the questionnaire, they will be directed towards the debrief letter which includes contact details should they need to speak to the researchers or withdraw their data (using their unique code). Participants will be able to leave the questionnaire at any time and withdraw from the study. If the participants do not complete the questionnaire no data will be collected.	

		For those who opt-in to volunteer for the qualitative aspect of the design, participants will need to leave their email address to be contacted. Personal data that is collected during the organisation of the interview will be held securely and processed in accordance with the UK GDPR and the Data Protection Act 2018. Transcriptions will be manually written using pseudonyms and non-identifiable locations, meaning that participants will not be identifiable in any of the write up of the research. Transcriptions using anonymised data will then also be stored on the secure UEL OneDrive file that only the researcher has access to..
4.3	**How will you ensure participant details will be kept confidential?**	Any personal data that is collected will be held securely and processed in accordance with the UK GDPR and the Data Protection Act 2018. Participants will not be identified by the data collected, on any material resulting from the data collected, or in any write-up of the research. For the interviews, this will be achieved through giving each participant a unique pseudonym (and removing all identifying information during transcription. Consent forms and interview transcripts will be stored in different folders
4.4	**How will data be securely stored and backed up during the research?** Please include details of how you will manage access, sharing and security	Participant consent forms for the interview will be stored on a secure UEL OneDrive file in a separate, password protected folder, that only the researcher has access to. No other personal details than those on the consent form will be requested or stored. The recording of the interviews using Microsoft Teams record function will also be stored on the secure, password protected UEL OneDrive file that only the researcher has access to. Participants will be given the option to switch cameras off if they only want their voice to be recorded. Once transcriptions of the interviews have been completed, recordings of interviews will then be securely deleted. Each anonymised interview transcript will be given an interview ID and will be recorded on a Microsoft Excel spreadsheet indicating confidential information, place and date of the interview, the number of pages in the transcript, and the text file name. This will be saved in the

		secure OneDrive file only accessed by the researcher of this study and the research supervisors. It is unlikely that confidentiality will need to be broken, but the group researchers retain the right to report any safeguarding issues to the appropriate safe-guarding professionals in the case that there is a risk of harm to any children or young people, or other colleagues.	
4.5	**Who will have access to the data and in what form?** (e.g., raw data, anonymised data)	For the questionnaire, my supervisor and I will have access to the raw data (which is anonymous). Examiners may also have access to the data if requested. For the interviews, I will have access to the raw data. My supervisor will have access to the anonymised data. One anonymised interview transcript will be included in the Appendix of my dissertation. Examiners may also have access to the anonymised data if requested.	
4.6	**Which data are of long-term value and will be retained?** (e.g., anonymised interview transcripts, anonymised databases)	The anonymised datasets from the questionnaire and transcripts from the interviews are of long-term value.	
4.7	**What is the long-term retention plan for this data?**	Anonymised research data will be securely stored on my supervisor's UEL's password-protected OneDrive account for a maximum of 3 years, following which all data will be deleted. All identifiable information within the regarding the interview will be destroyed as soon as the allowed withdrawal period is over and transcripts have been created unless there has been an agreement with the participants to receive an update from the researcher on the outcomes of the study.	
4.8	**Will anonymised data be made available for use in future research by other researchers?**	**YES** ☐	**NO** ☒
	If yes, have participants been informed of this?	**YES** ☐	**NO** ☐
4.9	**Will personal contact details be retained to contact participants in the future for other research studies?**	**YES** ☐	**NO** ☒
	If yes, have participants been informed of this?	**YES** ☐	**NO** ☐

Section 5 – Risk Assessment

If you have serious concerns about the safety of a participant, or others, during the course of your research please speak with your supervisor as soon as possible. If there is any unexpected occurrence while you are collecting your data (e.g., a participant or the researcher injures themselves), please report this to your supervisor as soon as possible.

5.1	**Are there any potential physical or psychological risks to participants related to taking part?** (e.g., potential adverse effects, pain, discomfort, emotional distress, intrusion, etc.)	**YES** ☐	**NO** ☒
	If yes, what are these, and how will they be minimised?	N/a	
5.2	**Are there any potential physical or psychological risks to you as a researcher?**	**YES** ☐	**NO** ☒
	If yes, what are these, and how will they be minimised?	n/a	
5.3	**If you answered yes to either 5.1 and/or 5.2, you will need to complete and include a General Risk Assessment (GRA) form (signed by your supervisor). Please confirm that you have attached a GRA form as an appendix:**	**YES** ☐	

5.4	**If necessary, have appropriate support services been identified in material provided to participants?**	**YES** ☐	**NO** ☐	**N/A** ☒

5.5	**Does the research take place outside the UEL campus?**	**YES** ☒	**NO** ☐
	If yes, where?	Interviews will be conducted virtually. This means the interviewee can complete the interview in a place they are comfortable with, e.g., from the work place or home.	
5.6	**Does the research take place outside the UK?**	**YES** ☐	**NO** ☒
	If yes, where?	n/a	
	If yes, in addition to the General Risk Assessment form, a Country-	**YES** ☐	

	Specific Risk Assessment form must also be completed and included (available in the Ethics folder in the Psychology Noticeboard). Please confirm a Country-Specific Risk Assessment form has been attached as an appendix. <u>Please note</u> - A Country-Specific Risk Assessment form is not needed if the research is online only (e.g., Qualtrics survey), regardless of the location of the researcher or the participants.		
5.7	**Additional guidance:** ■ For assistance in completing the risk assessment, please use the AIG Travel Guard website to ascertain risk levels. Click on 'sign in' and then 'register here' using policy # 0015865161. Please also consult the Foreign Office travel advice website for further guidance. ■ For on campus students, once the ethics application has been approved by a reviewer, all risk assessments for research abroad must then be signed by the Director of Impact and Innovation, Professor Ian Tucker (who may escalate it up to the Vice Chancellor). ■ For distance learning students conducting research abroad in the country where they currently reside, a risk assessment must also be carried out. To minimise risk, it is recommended that such students only conduct data collection online. If the project is deemed low risk, then it is not necessary for the risk assessment to be signed by the Director of Impact and Innovation. However, if not deemed low risk, it must be signed by the Director of Impact and Innovation (or potentially the Vice Chancellor). ■ Undergraduate and M-level students are not explicitly prohibited from conducting research abroad. However, it is discouraged because of the inexperience of the students and the time constraints they have to complete their degree.		

Section 6 – Disclosure and Barring Service (DBS) Clearance

6.1	**Does your research involve working with children (aged 16 or under) or vulnerable adults (*see below for definition)?**	**YES** ☐	**NO** ☒

	If yes, you will require Disclosure Barring Service (DBS) or equivalent (for those residing in countries outside of the UK) clearance to conduct the research project		
	* You are required to have DBS or equivalent clearance if your participant group involves: (1) Children and young people who are 16 years of age or under, or (2) 'Vulnerable' people aged 16 and over with particular psychiatric diagnoses, cognitive difficulties, receiving domestic care, in nursing homes, in palliative care, living in institutions or sheltered accommodation, or involved in the criminal justice system, for example. Vulnerable people are understood to be persons who are not necessarily able to freely consent to participating in your research, or who may find it difficult to withhold consent. If in doubt about the extent of the vulnerability of your intended participant group, speak with your supervisor. Methods that maximise the understanding and ability of vulnerable people to give consent should be used whenever possible.		
6.2	**Do you have DBS or equivalent (for those residing in countries outside of the UK) clearance to conduct the research project?**	**YES** ☐	**NO** ☐
6.3	**Is your DBS or equivalent (for those residing in countries outside of the UK) clearance valid for the duration of the research project?**	**YES** ☐	**NO** ☐
6.4	**If you have current DBS clearance, please provide your DBS certificate number:**	Please enter your DBS certificate number	
	If residing outside of the UK, please detail the type of clearance and/or provide certificate number.	Please provide details of the type of clearance, including any identification information such as a certificate number	
6.5	**Additional guidance:** ▪ If participants are aged 16 or under, you will need two separate information sheets, consent forms, and debrief forms (one for the participant, and one for their parent/guardian). ▪ For younger participants, their information sheets, consent form, and debrief form need to be written in age-appropriate language.		

Section 7 – Other Permissions

7.1	**Does the research involve other organisations (e.g., a school, charity, workplace, local authority, care home, etc.)?**	**YES** ☐	**NO** ☒

	If yes, please provide their details.	Please provide details of organisation
	If yes, written permission is needed from such organisations (i.e., if they are helping you with recruitment and/or data collection, if you are collecting data on their premises, or if you are using any material owned by the institution/organisation). Please confirm that you have attached written permission as an appendix.	**YES** ☐
7.2	**Additional guidance:** ▪ Before the research commences, once your ethics application has been approved, please ensure that you provide the organisation with a copy of the final, approved ethics application or approval letter. Please then prepare a version of the consent form for the organisation themselves to sign. You can adapt it by replacing words such as 'my' or 'I' with 'our organisation' or with the title of the organisation. This organisational consent form must be signed before the research can commence. ▪ If the organisation has their own ethics committee and review process, a SREC application and approval is still required. Ethics approval from SREC can be gained before approval from another research ethics committee is obtained. However, recruitment and data collection are NOT to commence until your research has been approved by the School and other ethics committee/s.	

Section 8 – Declarations		
8.1	**Declaration by student. I confirm that I have discussed the ethics and feasibility of this research proposal with my supervisor:**	**YES** ☒
8.2	**Student's name:** (Typed name acts as a signature)	**Michael Doyle**
8.3	**Student's number:**	**2190376**
8.4	**Date:**	**08/02/2023**
Supervisor's declaration of support is given upon their electronic submission of the application		

Student checklist for appendices – *for student use only*

Documents attached to ethics application	YES	N/A
Study advertisement	☒	☐
Participant Information Sheet (PIS)	☒	☐
Consent Form	☒	☐
Participant Debrief Sheet	☒	☐
Risk Assessment Form	☐	☐
Country-Specific Risk Assessment Form	☐	☒
Permission(s) from an external organisation(s)	☐	☒
Pre-existing questionnaires that will be administered	☐	☒
Researcher developed questionnaires/questions that will be administered	☒	☐
Pre-existing tests that will be administered	☐	☒
Researcher developed tests that will be administered	☐	☒
Interview guide for qualitative studies	☒	☐
Any other visual material(s) that will be administered	☒	☒
All suggested text in RED has been removed from the appendices	☒	☐
All guidance boxes have been removed from the appendices	☒	☐

UEL Risk Assessment Form

Name of Assessor:	Mick Doyle		Date of Assessment:	17.03.23
Activity title:	An exploration of teachers' perceptions and experiences of peer supervision		Location of activity:	Virtual
Signed off by Manager: (Print Name)	**LVBrowne**		Date and time: (if applicable)	29.03.23

Please describe the activity/event in as much detail as possible (include nature of activity, estimated number of participants, etc.).
If the activity to be assessed is part of a fieldtrip or event please add an overview of this below:

The research consists of a survey (target sample of 30) conducted via Qualtrics and 6 virtual interviews via Microsoft Teams. All interviews will be recorded and will last no longer than 30 minutes.

Overview of FIELD TRIP or EVENT:

Interviews to be conducted virtually, via Microsoft teams.

Guide to risk ratings:

a) Likelihood of Risk	b) Hazard Severity	c) Risk Rating (a x b = c)
1 = Low (Unlikely)	1 = Slight (Minor / less than 3 days off work)	1-2 = Minor (No further action required)
2 = Moderate (Quite likely)	2= Serious (Over 3 days off work)	3-4 = Medium (May require further control measures)
3 = High (Very likely or certain)	3 = Major (Over 7 days off work, specified injury or death)	6/9 = High (Further control measures essential)

Hazards attached to the activity

Hazards identified	Who is at risk?	Existing Controls	Likelihood	Severity	Residual Risk Rating (Likelihood x Severity)	Additional control measures required (if any)	Final risk rating
Participant feeling uncomfortable with discussion	interviewer/interviewee	Interviewee give informed consent and read participant information sheet.	1	1	1	Verbal reminders at the beginning of the interview on the right to withdraw at any time without explanation. Interviewer to be vigilant and repeat the right to withdraw of visible signs of discomfort are detected.	1

Participants who have had bad experiences of supervision or have used supervision to overcome a difficulty could find talking about their experiences upsetting.	Interviewee	Clear information sheets to indicate what the study will contain.	1	1	1	Signposting to wellbeing support, such as the Samaritans and teacher support on the debrief form	1
Participants who have struggles with their mental health answering questions related to wellbeing could be emotive.	Interviewee	Clear information sheets to indicate what the study will contain and whether they wish to participate. Opportunity to email and ask further questions before participating. Consent form for the interview to clearly detail Information regarding the right to withdraw.	2	1	1	Verbal reminders at the beginning of the interview on the right to withdraw at any time without explanation. Interviewer to be vigilant and repeat the right to withdraw of visible signs of discomfort are detected. Signposting to wellbeing support, such as the Samaritans and teacher support on the debrief form	1

Anxiety related to what their data is used form from the questionnaire.							

Review Date

Appendix Q

Data Management Plan

UEL Data Management Plan

Completed plans <u>must</u> be sent to <u>researchdata@uel.ac.uk</u> for review

If you are bidding for funding from an external body, complete the Data Management Plan required by the funder (if specified).

Research data is defined as information or material captured or created during the course of research, and which underpins, tests, or validates the content of the final research output. The nature of it can vary greatly according to discipline. It is often empirical or statistical, but also includes material such as drafts, prototypes, and multimedia objects that underpin creative or 'non-traditional' outputs. Research data is often digital, but includes a wide range of paper-based and other physical objects.

Administrative Data	
PI/Researcher	**Mick Doyle**
PI/Researcher ID (e.g. ORCiD)	0009-0008-5959-8074
PI/Researcher email	U2190376@uel.ac.uk
Research Title	An exploration of teachers' perceptions and experiences of peer supervision
Project ID	N/A
Research start date and duration	Start date: Feb 2023 Approximate end date: April 2024

Research Description	The purpose of this study is to explore teachers' views and experiences of peer supervision in schools across the UK. An exploratory-sequential mixed methods approach will be adopted, consisting of a quantitative and qualitative design. An initial scoping questionnaire will attempt to capture the current context of classroom teacher's understanding, perceptions, and experiences of peer-supervision in schools (n = >30). Data collected will be analysed using a range of descriptive statistics and inferential statistical testing. Semi-structured interviews will be conducted with schoolteachers identified in the questionnaire (n = 6-8). A thematic analysis will be used to structure the data using Braun & Clarke's (2013) guidelines. The initial quantitative analysis will influence the qualitative analyses, which will serve as the priority aspect of the design. The data from the quantitative and qualitative methods will be analysed separately and then integrated to explore: 1. What are teachers experiences of peer supervision in schools in the UK? 2. What are teachers' perceptions of peer supervision in schools in the UK? 3. What are the positive impacts on teachers who have participated in peer supervision in the UK?
Funder	N/A
Grant Reference Number (Post-award)	N/A
Date of first version (of DMP)	17.03.2023
Date of last update (of DMP)	
Related Policies	Research Data Management Policy
Does this research follow on from previous research? If so, provide details	No - this is an original piece of research, conducted with the goal of meeting requirements for the Professional Doctorate in Child and Educational Psychology at UEL.

Data Collection	
What data will you collect or create?	Researchers will collect qualitative and quantitative data regarding participants' views and experiences peer supervision within schools

Quantitative data will be gathered via an online questionnaire using closed, scaled, and open-ended questions. The interview consists of 30 items and will take approximately 15 minutes to complete. The questionnaire will be populated using a Qualtrics questionnaire set to anonymous. The use of the random generated identification number means that no personal data that could identify a participant will be collected and no IP addresses will be stored. The questionnaire is aiming to recruit a minimum of 30 participants. However, the overall sample could be higher. Questionnaire responses will be transferred and stored as .xls files.

Qualitative data will then be gathered 1:1 through semi-structured interviews ranging from 30-60 minutes via MS Teams (approx. 1800-3600MB). This recorded data will be transcribed, after which time, raw recorded data will be destroyed. The transcript data will be retained and stored securely as word documents (.docx). Each transcript will be analysed using a reflective thematic analysis. Transcripts will be coded and transferred onto a thematic matrices table using a word document (.dox) for each theme. Documents will not exceed 512mb (see **Storage & Back Up section).** |
| How will the data be collected or created? | - Consent form will be signed electronically and collected via secure UEL e-mail addresses of the researcher and saved onto a secure UEL OneDrive for Business. No other personal details than those on the consent form will be requested or stored.
- Once the consent form is completed, the researcher will organise a time for the virtual interview that is convenient.
- The recording of the interviews using MS Teams record function will also be stored on the secure UEL OneDrive for Business file that only the researcher will have access to.
- Transcriptions will be manually written using pseudonyms and non-identifiable locations.
- Each anonymised interview transcript will be given a numerical interview ID (eg. PT1 etc.), saved with the date the file was created, and will be recorded on a secure Microsoft Excel spreadsheet indicating confidential information, place and date of the interview, the number of pages in the transcript, and the text file name. This will be saved in the secure OneDrive file for Business only accessed by the researchers of this study
- Qualtrics will be used to gather quantitative data. Prior to answering any questions, participants will be directed towards the information letter, followed by the consent form |

	that will have a series of statements that will need to be checked in order to participate. The questionnaire gather a range of nominal and ordinal data through Likert scale and close-ended questions. - The data from the questionnaire will be exported to a Microsoft Excel spreadsheet at the end of the data gathering phase (Once a minimum of 30 participants have been participated) and this data set will again be stored securely in the shared UEL OneDrive for Business. - When participants reach the end of the questionnaire, they will be directed towards the debrief letter which includes contact details and signposting to information and support should they need to speak to the researcher for more information or to withdraw their data. -
Documentation and Metadata	
What documentation and metadata will accompany the data?	We will not use a formal disciplinary metadata standard but will prepare a README file containing descriptions of the research aims, information on the methodology used to collect the data (including question guides and survey questions), analytical and procedural information, software used for collection and/or process the data. Additionally, a blank template consent form and participant information sheet will be included.
Ethics and Intellectual Property	
Identify any ethical issues and how these will be managed	Interviews - Participants will express an interest in participating in the interviewing by contacting the researcher using their UEL address given at the end of the interview. Participants will be issued with a participant information sheet (PIS) detailing the purpose of the research and a clear outline of what the participants will be expect if they consent in the interview. Once the consent form is completed, the researcher will organise a time for the virtual interview that is convenient. It will be made clear that participation is voluntary, and they may withdraw at any time during the interview without explanation. Participants will be informed that they can withdraw their data after the interview up until the point of data analysis, where their raw data will be destroyed and their data anonymised (and will be unidentifiable).

Privacy/confidentiality: The Qualitrics survey will be set to anonymous. This will mean the survey is distributed through a link rather than a mailing service. Personally identifiable information, as well as IP address will be removed from the responses. Participants will not be asked to provide their name or other identifying details when completing the survey. Instead, the Qualitrics survey will provide the participant with a unique code.

Saved recordings will be uploaded onto the UEL OneDrive for Business file ready to be transcribed. No other copies of the recordings will exist outside of the UEL OneDrive for Business. Recordings will be deleted after successful transcription, removing any personal identifiers including names and locations.

Participants involved in the semi-structured interviews will be given a pseudonym during the transcription process. This will be the name used to save their transcript document. Any other names mentioned in the interviews will be swapped with a pseudonym. Any locations named or mentioned will be blanked out in the interview transcripts.

Once all data has been anonymised and saved onto encrypted UEL OneDrive for Business accounts, raw data with identifying information will be destroyed. Secure anonymised data will only be made accessible to the named researchers on this plan, and research supervisors.

Sharing data: All participants will be required to read the information letter. This includes information on the research, the purpose of potential participation, along with clear information on what will happen with all data gathered. Then, participants will need to sign a consent form to show their understanding of what is involved, in addition to agreeing to being recorded in interviews and that all data will be anonymised, in compliance with GDPR regulations. Survey anonymous data will be saved on the UEL OneDrive for Business which could be accessed by the researchers and the research supervisors.

There should not be any major psychological or physical disadvantage to participants taking part in this study, however participants will be signposted to some mental health helplines and website in the debrief letter offered at the end of the interview and questionnaire.

Identify any copyright and Intellectual Property Rights issues and how these will be managed	There are no concerns around copyright and Intellectual Property Rights issues because all participants will have given full consent to share their views and information gathered will solely be shared (anonymously) within the UEL cohort and tutor team and will not be any more widely disseminated.
Storage and Backup	
How will the data be stored and backed up during the research?	All anonymised data will be securely saved in a UEL OneDrive file only made accessible to the researcher named in this plan and research supervisors. Any additions or changes made to the data on the OneDrive for Business will automatically be saved. After data has been collected and analysed, raw data will be destroyed. Interview recordings will be downloaded from Stream and uploaded to UEL OneDrive for Business. Data will also be saved onto an external hard drive (data stick) for back-up. After the data has been collected and analysed the hard drive will be wiped and destroyed.
How will you manage access and security?	The researcher named on this plan has a unique username and password which enables access to the data and files and will only access the data via a personal, password-protected laptop computer. With each log in attempt, the researcher will be directed to an authenticator to enable full access to the OneDrive for Business account. The authenticator provides a time-sensitive unique code the researcher uses for full access. The authenticator code changes for the researcher at each log in attempt. Thesis supervisor, Dr Lucy Browne, may also be shown extracts of the data, with the understanding that all data will be treated confidentially and is not to be shared outside of the supervisor/supervisee relationship. The data will be shared via UEL secure links to ensure the sharing of data is secure.
Data Sharing	
How will you share the data?	The anonymised transcriptions will be seen by thesis supervisor Dr Lucy Browne, and some direct quotes may be used in the dissemination of the findings. These will be reported in the thesis which will be openly accessible via the UEL thesis repository. The maybe shared via presentations to UEL trainee educational psychologists, future presentations and publications.
Are any restrictions on data sharing required?	The raw data will not be shared and will remain on the secure UEL OneDrive for Business file until it has been anonymised and identifiable information is removed.

Selection and Preservation	
Which data are of long-term value and should be retained, shared, and/or preserved?	By April 2025, a year after the research project has been completed and assessed and any disseminations activities (including publication) have been undertaken, all retained data will be deleted.
What is the long-term preservation plan for the data?	After the research project has been completed and assessed all retained data will be deleted by April 2025. Anonymised data will be securely stored by the thesis supervisor (Dr Lucy Browne) for a maximum of 3 years, following which all data will be deleted.
Responsibilities and Resources	
Who will be responsible for data management?	The named researcher, Mick Doyle is responsible for data management.
What resources will you require to deliver your plan?	Secure laptops with access to UEL OneDrive for Business, Qualtrics account and Microsoft Teams account to carry out interviews are required. These are already available as the researcher will use their own personal, password-protected laptop. No other resources will be needed.
Review	
	Please send your plan to researchdata@uel.ac.uk **We will review within 5 working days and request further information or amendments as required before signing**
Date: 17/03/2023	Reviewer name: Joshua Fallon Assistant Librarian RDM

Guidance

Brief information to help answer each section is below. Aim to be specific and concise.

For assistance in writing your data management plan, or with research data management more generally, please contact: **researchdata@uel.ac.uk**

Administrative Data

Related Policies

List any other relevant funder, institutional, departmental or group policies on data management, data sharing and data security. Some of the information you give in the remainder of the DMP will be determined by the content of other policies. If so, point/link to them here.

Data collection

Describe the data aspects of your research, how you will capture/generate them, the file formats you are using and why. Mention your reasons for choosing particular data standards and approaches. Note the likely volume of data to be created.

Documentation and Metadata

What metadata will be created to describe the data? Consider what other documentation is needed to enable reuse. This may include information on the methodology used to collect the data, analytical and procedural information, definitions of variables, the format and file type of the data and software used to collect and/or process the data. How will this be captured and recorded?

Ethics and Intellectual Property

Detail any ethical and privacy issues, including the consent of participants. Explain the copyright/IPR and whether there are any data licensing issues – either for data you are reusing, or your data which you will make available to others.

Storage and Backup

Give a rough idea of data volume. Say where and on what media you will store data, and how they will be backed-up. Mention security measures to protect data which are sensitive or valuable. Who will have access to the data during the project and how will this be controlled?

Data Sharing

Note who would be interested in your data, and describe how you will make them available (with any restrictions). Detail any reasons not to share, as well as embargo periods or if you want time to exploit your data for publishing.

Selection and Preservation

Consider what data are worth selecting for long-term access and preservation. Say where you intend to deposit the data, such as in UEL's data repository (https://repository.uel.ac.uk) or a subject repository. How long should data be retained?

Appendix R

Delivery model of supervision and peer supervision experienced by teachers

Experiences of supervision		Frequency	Percentage	Mo
Frequency of supervision	One off	1	5	Termly
	Weekly	6	30	
	Termly	8	40	
	Flexibly	2	10	
	Part of an INSET	1	5	
	Choice package which was contracted	2	2	
Supervision scheduling and timetabling	In the school day	15	75	In the school day
	After the school day	4	20	
	Casually, not scheduled	1	5	
	Accessed virtually	0	0	
Structure of the supervision	Unstructured/ conversational	10	37.0	Unstructured/ conversational and semi-structured/guided questions
	Semi-structured/ guided questions	10	37.0	
			14.6	
	Reflective teams	4		
	Solution circles	0	0	
	Tree of life	0	0	
	Reflective spaces	0	0	
	The six thinking hats	3	13.4	
	Seven eyed model	0	0	
	Not sure	1		
Type of supervision	One-to-one	13	59.1	One-to-one
	Group (with supervisor)	4	18.2	
	Peer	5	22.7	
Who led the supervisor/assumed the supervisor position?	SLT	0	0.0	Line manager
	External organisation	0	0.0	
	Educational psychologist	3	30.0	
	Line manager	7	70.0	
	No supervisor	0	0.0	

Appendix S

Perceptions and Attitudes of Peer Supervision Inferential Testing and SPSS Output Example

| Items	Whether the participant had received supervision	Sample size (n)	Median (Mdn)
Peer supervision with my school would offer a valuable place for reflection.	Yes	17	4.00
	No	24	5.00
My school would benefit from peer supervision as core practice.	Yes	17	4.00
	No	24	5.00
I would like my school to offer me peer supervision as part of my role.	Yes	17	4.00
	No	24	4.00
I would like more training input to develop my understanding regarding peer supervision	Yes	17	4.00
	No	24	5.00

To see whether there were any statistical differences between the responses of teachers who have and have not received peer supervision, inferential statistical testing was performed.

To test the parameters for parametric testing, tests for normal distribution was performed on the data. Normality of the data was measured using the Shapiro-Wilk test (SW) due to its robustness for small data sets (Misra et al., 2019). SW tests indicated that the data was not normally distributed as all p values were above the threshold of .05. As the parameter for parametric testing was not met, a Mann-Whitney U test was chosen. This test showed that the difference in views of participants who had not received supervision regarding:

- Supervision as valuable place for reflection (Mdn = 5.00, n = 41) was not significantly different to those teachers who had received supervision as part of their role (Mdn = 4.00, n =17), U = 180.00, z = -.700, p = .48, with a small effect size, r = 0.11.

- The benefit supervision could be as core practice (Mdn = 5.00, n = 41) was not significantly different to those teachers who had received supervision as part of their role (Mdn = , n =41), U = 196.50, z =-.224 , p = .82, with a small effect size, r = 0.034

- Desire to receive supervision as part of their role (Mdn = 4.0, n = 41) was not significantly different to those teachers who had received supervision as part of their role (Mdn = 4.50, n = 41), U = 151.5, z = -1.50, p = .13, with a small effect size, r = 0.23.

- The benefit in receiving training regarding supervision (Mdn = 5.00, n= 24) was not significantly different to those teachers who had received supervision as part of their role (Mdn = 4.00, n = 41), U = 178.00, z = -1.88 , p = 0.06, with a small effect size, r = 0.29.

SPSS Output example for Man Whitney U tests
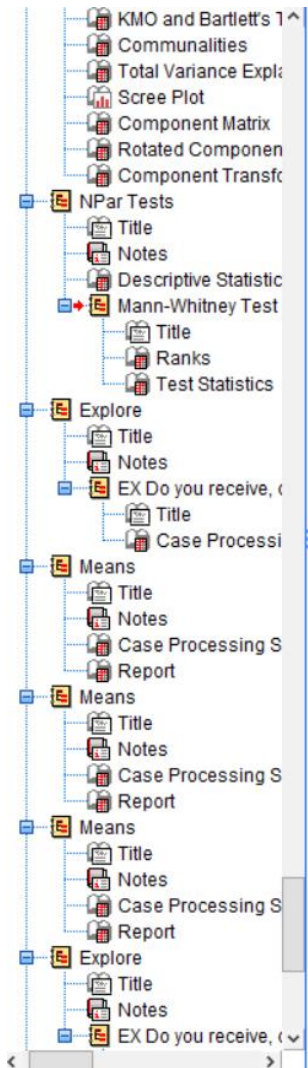
Mann-Whitney Test

Ranks

EX Do you receive, or have ever received supervision in your current role or past educational experience?		N	Mean Rank	Sum of Ranks
EX Supervision is a valuable place for reflection.	Yes	17	19.59	333.00
	No	24	22.00	528.00
	Total	41		
EX School would benefit from supervision as core practice.	Yes	17	20.56	349.50
	No	24	21.31	511.50
	Total	41		
EX I would like my school to offer me supervision as part of my role.	Yes	17	17.91	304.50
	No	24	23.19	556.50
	Total	41		
EX I would like more training input to develop my understanding regarding supervision.	Yes	18	19.39	349.00
	No	28	26.14	732.00
	Total	46		

Test Statistics[a]

	EX Supervision is a valuable place for reflection.	EX School would benefit from supervision as core practice.	EX I would like my school to offer me supervision as part of my role.	EX I would like more training input to develop my understanding regarding supervision.
Mann-Whitney U	180.000	196.500	151.500	178.000
Wilcoxon W	333.000	349.500	304.500	349.000
Z	-.700	-.224	-1.503	-1.875
Asymp. Sig. (2-tailed)	.484	.823	.133	.061

a. Grouping Variable: EX Do you receive, or have ever received supervision in your current role or past educational experience?