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What do Early Years Education and Care Staff Value in Professional Supervision? A Q Methodological Study.

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Abstract

The statutory requirement for staff supervision, as set out in the revised Early Years Foundation Stage (2012), does not stipulate a specific model to be followed. This leaves early years settings with a wide range of theories and models with which to consult. The literature suggests that the term 'supervision' can have different meanings for different professional groups. The aim of this study was to gain an understanding of what early years educators and carers would value in their supervision. A research methodology was sought which minimised the potential for researcher bias and maximised the opportunity for early years workers to give their personal view. Q methodology was employed to explore how 30 early years workers ranked statements of potential features of supervision. The Q set of 54 statements was developed through a focus group with early years staff and consultation with supervision literature. The participants were asked to sort statements from 'most disagree' (aspect I would least value) to 'most agree' (aspect I would value highly). The majority of participants in this study were not receiving supervision at the time of the research. Factor analysis was used to identify viewpoints which were common to a group of participants. In the results section each of the three emerging viewpoints are presented as a Q sort arrangement and also a written description produced by interpreting the factor analysis results using factor arrays and 'crib sheets'. The emergent viewpoints are discussed along with the implications for early years settings and other professionals supporting early education. The role of the Educational Psychologist in working systemically with early years settings will also be considered in light of the findings.

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1. Introduction

My motivation to conduct this research was threefold. Firstly my experiences of and passion for working within the early years directed me to the initial, broad area of research within that sector. Secondly, my experiences on placement as a Trainee Educational Psychologist encouraged me to consider methods for Educational Psychology Services' (EPS') to work with preschool aged children in a more systemic way. Thirdly. Changes to the Early Years Foundation Stage (EYFS) Guidance in 2012 opened up supervision as a topic for exploration.

My own interests in Early years has spanned from my first role as a nanny, as a nursery assistant throughout my psychology degree and then into teaching in the foundation stage. I have always found young children rewarding to work with and the staff I have encountered who work in early years settings have, for the most part, been truly inspirational people both personally and professionally. As a practitioner at different levels, I have experienced many of the difficulties early years staff face, including the (extremely annoying) comment that early years teaching is 'just babysitting' (Caruso & Fawcett 1999), despite the four years of training and qualifications required.

As I came into teaching following experience of working with young children and a degree in psychology, this undeniably influenced how I viewed children and my preferences of methods and paradigms. Developmental psychology and language were particular interests and this initially led me to the work of Vygotsky (1978). Time spent working in different schools and in different countries made me more appreciative of the impact of social and cultural factors in education and I felt drawn to a 'social constructionist' interpretation of the world. As an educator, this paradigm seemed to resonate with my understanding of how children learn and the idea that no one undeniable 'truth' exists.

Preschool education, like other forms of education, can be seen as a way to transfer cultural values to the children. As such, different cultures make different decisions concerning preschool education. From a personal perspective I find this particularly interesting as I have worked in Montessori based nurseries in Kazakhstan and Russia; the lower value placed on imaginary play as a learning device raises interesting comparisons to UK approaches. Despite cross cultural variations, several common themes within early education can be identified. Most significantly, preschool is universally expected to increase a child's basic self-care skills such as dressing, feeding, toileting and developing social skills. The role of early years

settings has varied in focus from getting children 'ready' for school and to learn and towards getting schools ready for children (sharing information, making early assessments, and encouraging parents). My personal view of early years is that it should not be about shaping children for school, but a place where children and families come together with professionals to build a community of support and learning.

The overarching principles of the EYFS are defined as: unique child, positive relationships, enabling environments and recognition that children develop and learn in different ways and at different rates. Whether these principles are being extended to parents in terms of recognition of different cultural ideas about early education and ways of learning is open to debate. The 2012 update to the EYFS made changes to the welfare requirements which called for additional training and staff supervision.

As mention previously, changes to the EYFS guidance in 2012 certainly helped to direct the course of my research. The inclusion of a requirement for supervision for staff coincided with a time when as a Trainee Educational Psychologist I was becoming more mindful of the benefits and complexities of good supervision and reflexive practice. As a teacher I was aware of the importance of reflective practice, but this tended to focus on surface level ideas such as the content of my teaching and my understanding of classroom dynamics. All my 'supervision' came informally during difficult times when I sought out support, or through a 'tick-box' style mentoring scheme as a Newly Qualified Teacher (NQT). Reflecting on the role I played in interactions and why, was not something I had much experience of before starting to work within educational psychology. As a trainee Educational Psychologist (EP) reflective supervision became more than a source of support, it became a way of thinking and influential to aspects of my life beyond work and university. I had very positive experiences of supervision, and fantastic supervisors, but I also had a lot of training on the practical and theoretical features of supervision, as did my supervisors. In supervision I felt able to discuss any difficulties I had and my supervisors were supportive and helpful. I always felt that I was listened to and engaged with in a very compassionate and understanding way. Close working relationships allowed me to be open and when I felt as if I was not coping I was able to ask for help without feeling judged, despite having a line manager as a supervisor. This has come as a contrast to how I felt previously in supervision as a teacher. On reflection, I feel that this is due to the experience and understanding of supervision purposes and processes, of both myself and my

supervisors. Going into this research area I felt that supervision was a positive experience and it had certainly helped me to get through some difficult times. I understood it from a psychological perspective and valued the reflective and supportive aspects. Supervision was introduced to me with a supervision policy, contract and as a reflective, supportive, skill building process. The idea of supervision as protected, consistent and confidential time was central to my understanding of it as a process. On embarking upon this research I was unsure how early years workers were managing the supervision requirement of the EYFS. I did however expect that they would be receiving supervision, although this was not found to be the case.

A discussion about supervision with friend and former colleague, who currently works in early years, highlighted for me the possible lack of awareness within the sector of the potentials of supervision. Whereas I viewed it as helpful and fulfilling a supportive function, my friend linked supervision to 'appraisal' and performance management; another box ticking exercise being imposed onto the sector. I therefore expected that the research would find more than one view on supervision and felt that it was likely that the views may be in line with varied models, including potentially more administrative and managerial purposes.

Looking back on my time as a nursery assistant, I do not think that I was in a position to be reflective and access supervision in the way I do as a Trainee Educational Psychologist (TEP). The need was undoubtedly there, but my understanding of supervision was limited to a management function of direction and control. Similarly, talking about supervision in early years with educational professionals tends to immediately bring to mind child and staff ratios and the regulation of working practices by more senior staff.

The Educational Psychology Service in which I was placed for the second and third year of my doctoral training course was, at the time, contemplating changing the way the preschool system operated. The Local Authority funding cuts had recently enforced a retraction of the early years inclusion team and this had impacted upon the level of local authority support for private, voluntary and independent (PVI) settings, particularly in terms of training and other systemic work within settings. EPs have seen in their profession a move away from individual case work towards a consultation based method of service delivery, although this has not generally become embedded within work in early years settings (Dennis, 2003). A more systemic way of working could be associated with empowering early years staff and

be viewed in terms of early intervention instead of employing a reactive approach to individual cases. A move away from individual work in the early years could be perceived as a way of creating time and financial efficiencies with a similar benefit rationale as that given for consultation rather than individual work. In terms of traded services, it also provides an opportunity to expand the portfolio of services offered and increase the number of organisations that can be offered services. Exploring supervision in the early years was therefore seen as a purposeful endeavour for this research from the point of view of the local authority and EPS. It is pertinent to note that this study established that the majority of participants were not currently receiving supervision, which may make the research well-timed and meaningful.

This study begins by exploring the literature surrounding early years provision and supervision. This is then followed by a chapter outlining the methodology used (Q methodology) and the procedures used to gather data. The results chapter, which describes the research findings is followed by the discussion chapter, which compares the findings with the literature and the potential implications for practice. The concluding chapters discuss the limitations of the research and recommendations for future inquiry.

2.0. Literature Review

This chapter will begin with an overview of the background and current practice of early childhood care and education within the United Kingdom. It will then explore early years as early intervention before discussing the challenges that face the staff who work within this sector. The complexity and criticality of delivering high quality provision for preschool children will be discussed and supervision as a potential remedy for these problems will be explored. I will discuss how supervision can be defined and what theoretical models are available to be utilised by early years staff. Potential structures of supervision will be briefly reviewed before discussing how the limitations and benefits of supervision have been portrayed within the literature. Potential factors which may affect how supervision is viewed will also be explored. This chapter will conclude by stating the research question.

2.1. Background to Early Years Education and Care

Historically, the education and care of preschool children were considered quite independently in regards to how they were regulated and how staff were trained. Child minders and nursery nurses provided child care and teachers delivered education. Difficulty in separating care and education in relation to very young children and research suggesting advantages to an amalgamated provision have led to a governmental shift towards integrated delivery of 'early years'.
The EYFS (Early Years Foundation Stage) is statutory for maintained and independent schools and academies with children in the foundation stage. Any early years provisions registered with Ofsted on the 'Early Years register', as opposed to the 'childcare register', must also follow the EYFS guidance. All child-carers caring for children from birth to five, except nannies and au-pairs, must register with Ofsted on the *Early Years Register* and deliver the EYFS. Only Ofsted registered childcare and early years providers are eligible for financial support through tax credits and childcare vouchers.

Until approximately twenty years ago, child care services tended to be a part of Local Authorities' Social Services Departments and 'early education' was placed with Education Departments. This historically dualistic system, along with the desire for a more integrated approach to service delivery within the early years can explain the present diversity within the sector. The national transfer of responsibility for childcare services from the Department of Health to the Department for Education and schools led to most local authorities also moving childcare services into the

remit of their education divisions. Every three and four year old in England and Wales is eligible to access free early education for 15 hours a week for 38 weeks of the year. Early education provision can include child minders, nursery schools, playgroups, children's centres and day nurseries. Currently, most funded places are in maintained settings with around a third of places within the private, voluntary and charity sectors.

Changes in governmental interests and priorities have, according to Abbott and Moylett (1999) led to a rapid expansion of early years care and education, which has seen the number of non-maintained, private and voluntary early years settings have expanded greatly. Dennis (2003) describes how some settings have become quasi Local Authority nurseries as despite being privately owned, they are 'validated' by Ofsted in order to access funding and as such are entitled to access Local Authority support, including Educational Psychology Services.

2.2. Early Intervention and Early Years provisions

Definitions of Early Intervention usually focus upon the need to mediate in potentially difficult situations as promptly as possible to support vulnerable children to break the cycle of dysfunction and under-achievement (Allen 2011). Early years provisions (following the EYFS, 2012) can be viewed as Early Intervention at the 'universal level' as it is available to all children from the age of three. The literature suggests that this can have benefits for children in both the long and short term. I would argue that early years settings also support parents, not only in terms of giving them time to work, but also as a place to discuss problems with professionals and other parents. In this section I will discuss the background to Early Intervention in relation to the early years and explore the related literature.

McWilliam (2010) developed a model of early intervention involving five components:

- understanding the family ecology
- functional needs assessment
- transdisciplinary service delivery via a primary service provider
- support-based home visits
- collaborative consultation

He recommended that these services should be provided in the child's setting, with a family-oriented approach which utilises the skills and experience a multi-professional team.

As a social constructionist, it is important to consider how perceptions of children have influenced discourses about early years provision. Montgomery (2003, p208) also takes a social constructionist approach and sees Early Intervention as occurring in three ways, dependent on the view held about children:

- *rescuing children*, based on a discourse where children are seen as passive, weak, powerless and vulnerable
- *fulfilling children's potential*, based on a discourse where children are seen as an investment that will bring rewards in the future
- *children's rights*, based on a discourse where children are seen as competent contributors to their own lives and are active in planning and carrying out interventions

Early Intervention programmes can have elements of more than one discourse, but the prominent discourse which seems to have been developed has a 'rescuing' theme. However in more recent years there has also been a shift in Europe towards the 'children's rights' approach. One of the most notable shared ideas between frameworks of Early Intervention is future 'enhanced performance'. In relation to predicted performance without intervention, early intervention is proposed to make up for early disadvantage and improve performance.

The EYFS can be seen within the 'fulfilling children's potential' discourse and there are elements of the 'children's rights' discourse in how settings are to be consulted with and evaluated and also in the availability of a choice in settings. However, this perspective can be challenged. One objection has been to the particular view of children as vulnerable, in need and subject to adult conceptions of desirable outcomes in their development (Moss and Petrie 2002). Others have objected to the intended learning outcomes of the EYFS as too narrow and detailed and failing to take sufficient account of young children's emotional development (House 2011). The requirement for the delivery of the EYFS within Ofsted registered settings can also be seen as restrictive rather than emancipatory. There are very limited options nationwide for alternative approaches such as Montessori or Steiner methods, unless parents are wealthy enough to pay the fees personally and do not need to access the 15 hours free provision.

The Effective Pre-school and Primary Education 3-11 Project (EPPE 3-11, Sammons, 2007) found evidence of a lasting positive effect of attending higher

quality or more effective preschool. Attendance was indicated to have an impact on long term cognitive attainments. In contrast to previous findings (Sammons, 2002) it was found that low quality preschool offered little in terms of enduring benefits. However, this analysis relied on researcher observations to assess the quality of the early years setting and 'effectiveness' was determined only by cognitive progression, which is not the only aim of early education. The Sammons 2007 report also concluded that no one factor is key to raising achievement; 'it is the combination of experiences over time that matters' (p. 8) , which suggests how important it is that interventions and quality of education are not focused on one aspect and are maintained beyond the Early Years.

The Allen report (2011), describes Early Intervention programmes as a way to help all children secure the social and emotional foundation they need. The report states that most children obtain such a foundation at home, however many do not and so Early Intervention can facilitate these children in their development and achievements. Allen states that all children benefit from Early Intervention because it results in fewer financial draws on the school or society at later times. The report focuses on Early Intervention aiming to develop children for the next phase of their lives:

> I have concluded that there are much greater opportunities to intervene Early to help children to be ready for school (for primary school), ready for work (as they leave secondary school or university) and ready for life (to become loving and nurturing parents themselves). Allen (2011, p. 42).

The concept of 'school readiness' is multifaceted and there are differing viewpoints regarding its meaning. Crnic & Lamberty, 1994, identify two forms of readiness: a readiness to learn which requires a developmental level where the chid has the capacity to learn certain materials and skills, and a readiness for school, where the child possesses the required language, cognitive, social and motor skills to be able to learn the curriculum. Katz & McClellan (1991), suggest that there are two sides to the 'school readiness' debate: getting children ready for school, but also, and perhaps more contentiously, getting schools ready for children.   The role of the school is now being placed more centrally within the issue of school readiness, which can displace the burden of responsibility from the child. (Crnic & Lamberty, 1994, Katz & McClellan, 1991).

Interestingly, the recent Nutbrown Review into Early Years Qualifications (2012) does not mention 'school readiness' and instead concentrates on the recruitment, retention and progression of adults employed to work with young children. The

Children's Workforce Strategy (DfES, 2005) also saw a move away from the importance given to external support, as in the National Childcare Strategy (DfEE, 1998), towards an emphasis on improving the skills of the workforce within childcare directly, by improving the qualification level and continuing professional development. The Children's Workforce Strategy (2005) states that development and retention of the workforce is a particular issue that needs addressing within the Early Years.

The EYFS 'curriculum' has been criticised on the grounds that it may encourage too much focus on 'teaching and learning' and too little on the wide-ranging, holistic development of children. All children now have the right to access early education, and the literature shows that this can foster resilience in disadvantaged children and have benefits for all children, but only if the provision is of a high quality. Overviews of research on issues determining nursery quality include both structural factors (space, group size, ratios and staff qualifications) and more dynamic aspects (adult–child interaction, attachment, friendships and curriculum) (Phillipsen et al. 1997; Melhish 2004). I would argue that the quality of the provision depends upon the quality of the staff and this suggests the need for consideration of how EYFS staff can be supported to achieve their full potential in order to help children do the same.

2.3. Challenges Facing Staff Working in Early Years

Recent research into the training and qualifications of early years staff (Nutbrown, 2012) has revealed huge inconsistencies in the content of qualifications and the level of support members of staff receive. The recruitment, retention and development of the early years workforce has been argued to be problematic. Most research overviews of the impact on development of child care outside of the family conclude that constructive outcomes for children are dependent on the early years setting providing the conditions in which attachments (based on Bowlby's concepts of Attachment, 1969) occur; stability of care giving arrangements, responsiveness and sensitivity (Belsky et al. 2007, Brooks-Gunn et al, 2003; Melhish 2004). According to Elfer (2012), government policy has reflected this by increasingly citing in guidance documents for the need for keyworkers for each child, with whom an attachment should be stimulated.

Elfer *et al (*2012) found nurseries felt uncertain and the staff were anxious about positioning their role with children somewhere between a maternal one using their own personal experience and one that aims to combine individual responses with

an agreed professional one. Their research also reported that case studies and more longitudinal studies emphasised the difficulties in developing relationships with other people's children whilst also attempting to be professionally objective. Elfer *et al* (2012) suggested that the complex emotional work necessary for the management of these interactions is only just gaining some recognition in policy.

Colley (2006) used the concept of 'emotional labour', as described by Hochschild (1983), within the context of early years work to highlight the potential for affective strain on the workers. Hochschild (1983) defined emotional labour as involving three elements:

- face to face or voice contact with the public;
- the requirement that the worker evokes particular emotional states in others; and
- the exercise through direct management control or the establishment of professional practices, of control over the emotional states to be evoked and the means for doing this (Hochschild 1983, p. 147).

Although Hochschild (1983) discusses the possibility for the exploitation of 'emotional labour' in caring work, she also highlights how emotional involvement can be the most fulfilling part of working in caring professions. This has been explored further in more recent years in relation to teaching and early years work (Price, 2001, Osgood 2004).

Taggart (2011) argues that early years workers should actively embrace an aim for early years care and education to be a 'caring profession', rather than attempt to make the profession 'objective'. In exploring the meaning of professionalism in early years work, Osgood (2010), argued for more recognition of the emotional aspects of the work:

> … by increasing opportunities available to reflect upon the emotional toil expended in 'giving of oneself'.… Emotional professionalism should become celebrated rather than denigrated and obscured from public discourse. (2010, p. 131)

Barkham (2008) explored the issues that surrounded changes in early years settings, and in particular the changing roles and responsibilities of non-teaching staff. The study concluded that close personal and professional relationships with class teachers were highly valued. However, the study highlighted that in general 'other adults' in the classroom felt that they were undervalued in terms of salary, possibility for career development and job security. It also found that they felt their

professional practices and 'voice' were undervalued or ignored when it came to policy development, a view also highlighted previously by Caruso & Fawcett (1999).

Hammersley-Fletcher (2007) suggests that the move away from a 'one-size-fits-all' model of education has created further tensions within schools as schools are feeling pressured to 'develop' or stretch support staff roles, particularly those of Teaching Assistants (TAs) in the classroom. Lowe and Pugh (2007) similarly found that TAs and nursery staff were overworked, underpaid and undervalued. TAs were asked about their feelings regarding their place in the school hierarchy and it was found that almost none of those interviewed thought of themselves as a professional, and most felt that although the job requires knowledge of child development and accredited training, it still has low status and pay. These findings contradict a study by the National Foundation for Educational Research for Schools (Wilson *et al* 2008) which found that around 90 per cent of school leaders believed TAs made a positive contribution to pupil performance and had brought about a positive effect within schools. However, only 83 per cent of TAs interviewed believed they had made a positive impact on the work of teachers.

Lumsden (1998) conducted a review of the literature concerning teacher morale, and found that it could have a significant impact on several areas of education. She found that teacher morale can have a positive effect on pupil attitudes and learning. It was suggested that increasing the levels of morale for teachers makes the profession more enjoyable and also makes learning more enjoyable for the students; the educational environment created by teachers with high morale and motivation is more conducive to learning. Additionally, Ellenburg (1972) found that high teacher morale correlated to increased student attainment which suggests that teacher morale may be related to pupil achievement. Conversely, low levels of morale have been linked to teacher burnout, which is associated with a loss of concern for people, lower quality of teaching, depression, greater use of sick leave and consideration, or attempting, to change professions altogether. (Mendel 1987).

The importance of teacher morale, and presumably also the morale of other adults working in the classroom or provision, has led researchers to investigate what factors can have an effect upon morale levels. Perie and Baker (1997) found that teachers with greater autonomy showed higher levels of job satisfaction and morale than those with less autonomy. They suggested that schools that are able to increase teachers' control both in the classrooms and with other school decisions

will increase job satisfaction for staff members. Empowering teachers and including them in the decision-making process can also positively influence their morale.

It has been argued that practitioners who are expected to, and want to, form emotionally close relationships with children for whom they have responsibility should have an opportunity to talk through the emotive aspects of this type of work (Robinson 2003). It has also been suggested that in early years practice there is a need for professional reflection which includes consideration of personal emotions in professional practice (Manning Morton 2006). Lyons (1990) emphasised the importance of encouraging trainee teachers to develop 'reflective practice', which was described as a skill beneficial to professional development throughout their career.

The Nutbrown Review (2012) reports that often, practitioners beginning their first early years role work unsupervised and without ongoing support and advice. The review advocates all staff having access to mentoring and support, and also recommends that settings should consider the support structures in place for senior staff. The Tickell review of the Early Years Foundation Stage (2011) stated specifically that supervision should be conveyed in a way that encourages reflective practice and moves away from the perception that it is merely an additional way to scrutinize practitioners.

2.4.0. Supervision

Supervision has a long history of involvement in counselling, psychotherapy, and in other professions which involve working closely with people, such as nursing. Much of the work on supervision has come from social care research and has been linked in the literature to safeguarding and child protection practice. For example, Jones & Gallop's (2003) 'No time to think: protecting the reflective space in children's services' promoted the need for reflective supervision practices for staff working directly with vulnerable children. They suggested that the importance of effective, reflective supervision should be emphasised and perhaps supported by other professionals who have more experience of professional supervision practices. Professional reflection has two basic functions: firstly to look at the connection between theory and practice, and secondly, to be emotionally containing of anxieties and stress elicited by forming serial attachments with young children (Elfer, 2012).

2.4.1. Definitions of Supervision

The Children's Workforce Development Council (CWDC) Skills for Care (2007) identified supervision as: "…having a crucial role to play in the development, retention and motivation of the workforce." (p. 3). The EYFS does not define supervision as such, but does give the recommendation that it entails 'support, coaching and training for the practitioner and promotes the interests of children…mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues'. (p. 17).

Supervision has been defined in different ways by academics and professionals. These definition can vary greatly and are dependent upon the author's position regarding the purpose of supervision. Following a social constructionist discourse, Scaife (2001) pointed out that as there are so many different uses of the term 'supervision', both across countries and within different societies and sectors, it will be difficult to find a single, all-encompassing definition. She also highlights how her definition of supervision has significant similarities to descriptions of 'consultation'. Scaife (2001) defines supervision as:

> …what happens when people who work in the helping professions make a formal arrangement to think with one another or others about their work with a view to providing the best possible service to clients and enhancing their own personal and professional development (p. 4).

Similarly, Hawkins & Shohet (2006) define supervision as:

> a quintessential interpersonal interaction with the general goal that one person, the supervisor, meets with another, the supervisee, in an effort to make the latter more effective in helping people (p. 225).

The British Association for Counselling and Psychotherapy (BACP) (2005) defines supervision as:

> ….the reflexive exploration and development of helping practice, in a supportive yet challenging context, involving individuals in the role(s) of supervisee and supervisor (p. 1).

The BCAP definition has similarities to the definitions given by Scaife (2001) and Hawkins & Shohet (2006). However, the Division of Educational and Child Psychology (DECP) (2002), furthers this definition by stating supervision to be essential. Supervision is defined as:

> …the opportunity to explore and learn from the practical, experiential and theoretical elements of professional practice and is an *essential* component of the psychologist's continuing development (p. 19).

Within education, the literature on supervision is at a premium in comparison to that within social care or psychology. Steel (2001) suggested that supervision could lessen stress for teachers who work with young people experiencing social, emotional and behavioural difficulties. She stated:

> Supervision is a concept that is widely accepted and valued in the social service and nursing sectors, and evidence suggests that the educational field could benefit from adopting it. (p. 9).

It is possible to find some examples of EPs delivering group supervision to staff in schools (Gersch & Rawkins, 1987, Evans, 2005, Farouk 2004 and Newton 1995) and also with head teachers (Gupta 1985). Hanko (1987) also researched supervision across different educational sectors. Although the importance of consistent 'training discussions' (or supervision) for school staff has been highlighted (Hopkins, 1988), Elfer & Dearley (2007) suggest that financial constraints can make it difficult for nursery staff, particularly in non-maintained settings, to access continuous professional development, including supervision. This may indicate a potential difficulty in developing supervision practices within early years settings.

It is important to be aware of differing supervision structures and models across sectors when one considers that many early years settings are not purely educational establishments; they encompass several different disciplines, including day-care, health, social work and education. There is the potential therefore to utilise a wide range of models and approaches.

Although definitions of supervision vary, there is more of a consensus in the literature regarding the purpose or functions of supervision. Hawkins and Shohet (2006); Kadushin (1976); Nicklin (1997) and Proctor (2000) summarise three main functions in supervision:

- Educative/formative, developing skills and abilities

- Supportive/restorative, responding to emotional reactions to work

- Managerial/normative, maintaining standards of ethics and professionalism

Yegdich (1999) warns of a tendency within clinical supervision in nursing to focus upon the managerial functions, which can negate the potential supportive and educative aspects that are often valued most highly by practitioners.

2.4.2. Models of Supervision

2.4.2 (i) Developmental Models

Life Cycle Development

The work of life cycle theorists (for example Erikson 1980, Gould 1978, Sheehy 1976 and Levinson & Levinson 1996) which place adulthood within a context of a life journey can also have implications for supervision. Krupp (1981) synthesised research regarding adults at certain stages and ages and identified possible implications for staff development. She recommended that supervisors match support strategies to an individual's key concerns at each stage in life. However, this work is over 30 years old now and may be somewhat outdated in terms of societal values and expectations.

Gratz & Boultin (1996) propose that early childhood educators consider Erikson's (1980) Psycho-social development theory in looking at their own development and the early childhood profession itself. For example, establishing teams to enable teachers to share ideas and work together in a way that reduces isolation and builds intimacy as described in Erikson's Psychosocial stage 6 (intimacy versus isolation). Planning professional development opportunities for others and participating in classroom research that furthers the field enables one to help the next generation and is developed within Psycho-social stage 7, (generativity versus stagnation). Viewing accomplishments with satisfaction and knowing that they have made a difference for many children and families are ways to consciously develop the ego integrity that Erikson (1980) describes in his final stage, Psycho-social stage 8 (integrity versus despair).

Conceptual and Cognitive Development

A key objective to staff supervision is the promotion of increasing the control, responsibility and authority employees have for their own practice and professional development (Caruso & Fawcett, 1999). The literature on the developmental characteristics of adults offers some support in choosing appropriate supervision strategies for different supervisees. Bents & Howley (1981) researched the implications of cognitive conceptual systems theory for staff development and suggested training needs to be in tune with staff developmental characteristics. Hunt (1971) suggested that low conceptual learners (concrete thinkers) benefit from highly organised, practical and specific activities, whereas high conceptual learners (abstract thinkers) should be more involved in the organising of their own

development and benefit from work in teams. Bents & Howley (1981) made the assumption that individuals who function at higher cognitive-developmental stages are more reflective, conceptual and independent, but did not take into account other potential impacting factors such as age and experience.

Within the literature, stages are not seen as fixed; supervisors who provide opportunities for staff to be reflective about their practice can help them to become more autonomous in their decision making and problem solving. Oja (1981) and Glassberg & Sprinthall (1980) found that teachers at a higher level of cognitive, moral and ego development, function more effectively in several ways. They seem to think more abstractly about problems and generate more solutions. They are also more skilled in seeing the individuality of the children and adjust their teaching styles and methods to meet individual needs. Grimmett (1983) noted the increase in conceptual functioning of teachers who worked with a supervisor who was more abstract in their thinking, and a reduction in the conceptual levels of those who worked with more concrete thinking supervisors.

Stages of Professional Development

Hawkins & Shohet (2006 p. 73) integrate the work of several authors and identify four areas of professional development offering advice for supervision at each stage as follows:

1. Self centred (childhood) stage is characterised by anxiety over being evaluated, difficulty making professional decisions and being overly focused on the content and detail of the task. Benefits from supervision which is structured and gives information, constructive feedback and encouragement.
2. User centred (adolescent) stage is typified by fluctuations between autonomy and dependence, feeling over-confident and overwhelmed, beginning to engage with complex issues and 'owning the role'. Benefits from using supervision as a space to test out ideas and learn from mistakes, reflection on realities and constraints.
3. Process centred (adult) stage is characterised by increased professional confidence, viewing wider contexts and reflecting on learning and skills. Benefits from supervision which is collaborative, challenging and contains elements of further professional development,
4. Process-in context centred (mature) stage is typified by an increased self-awareness and an ability to teach and supervise others. Benefits from less

frequent supervision and being given wider responsibility to utilise their experience and skills.

An assumption behind these theories is that supervisory support should change because the needs, concerns and expertise of professionals vary throughout their careers.

2.4.2 (ii) Orientation-specific Models of Supervision

Within clinical supervision, the utilisation of the form of supervision which corresponds to the type of counselling or therapy being delivered is commonplace. A supervisee and supervisor who share the same orientation, can capitalise on the opportunities for modelling and theory becomes integrated into the training and supervision process (McDaniel, Weber & McKeever, 1983). On the contrary, the supervision session has the potential to be taken over by a clash in orientations as conflicts and 'parallel process' issues may be over powering. (Bernard & Goodyear, 1992). However, it could also be argued that supervisors/supervisees working within different paradigms would expand the potential ways of perceiving issues which could be advantageous.

Supervision based on the behavioural tradition views issues in terms of learning problems. This requires the identification of the problem and selecting an appropriate learning technique to implement in order to solve the problem. Modelling and reinforcement are important aspects to this model of supervision, as is the opportunity to engage in behavioural rehearsal (Leddick & Bernard, 1980).

Rogerian or humanistic supervision, based on the work of Carl Rogers' Person Centred Psychology (1957), emphasises the importance of demonstrating empathy, genuineness and unconditional positive regard. Person-centred therapy has at its foundation the faith that the client has the capacity to successfully solve problems without direct instructions from the counsellor (Haynes, Corey, & Moulton, 2003). In person-centred supervision, the role of the supervisor is more of a 'collaborator' than an expert. A main purpose for the supervisor is to enable an atmosphere in which the supervisee can feel open and comfortable in considering his or her experience and fully engage. In person-centred therapy, 'the attitudes and personal characteristics of the therapist and the quality of the client-therapist relationship are the prime determinants of the outcomes of therapy' (Haynes, Corey, & Moulton, 2003, p. 118).   Person-centred supervision also adopts this principle, trusting the supervisor-supervisee relationship to facilitate learning and growth in supervision.

The systems approach to supervision is also centred on the relationship between supervisor and supervisee and aims to share power between both members (Holloway, 1995). Holloway (1995) describes six dimensions of supervision which are interconnected by the central supervisory relationship. These dimensions are: the functions, the tasks, the client, the trainee, the supervisor, and the organisation. The function and tasks of supervision are the central aspects of the session and the other dimensions are contextual factors that represent 'covert influences' in the supervisory process. Any occurrence of supervision is seen to be a representation of a distinctive amalgamation of the dimensions. This has parallels to 'the seven eyed model' described by Hawkins & Shohet (2006).

Ekstein & Wallerstein (1980) reported that psychoanalytical supervision develops over stages, with the initial stage involving the identification of expertise, weakness, authority and influence of, and by, both the supervisor and supervisee. The next stage involves conflict, defensiveness, avoidance, attacking and ultimately resolution. In the final stage the supervisor encourages the supervisee to be more independent. Jackson (2008) explained 'work discussion' (as a form of professional supervision) to be based upon psychoanalytic theory and 'defence mechanisms' are used to explain avoidance of aspects of work that are found to be upsetting or cause anxiety. Work discussion aims to provide a structured and carefully facilitated setting where work experience can be reflected upon and practice sensitively challenged. Facilitators attend to not only what is said but also to underlying emotions and thoughts.

A solution-focused approach aims to be respectful and collaborative (Waskett, 2009). This model has been predominantly used within the domains of counselling and psychotherapy supervision (O'Connell and Jones, 1997, Thomas, 2013) but could be utilised in supervision for health professionals and in other areas

Although seemingly simple, the approach requires self-awareness and discipline. Supervisors are curious about problems but do not directly give answers. It is a solution building model rather than a problem-solving model and requires practice as giving answers may be how the role of supervisor is traditionally viewed.

2.4.2 (iii) Integrated Models of Supervision

Integrated models of supervision rely on more than one theory and technique (Haynes, Corey, & Moulton, 2003). Theoretically, the large number of theories and methods that exist with respect to supervision could mean that an infinite number of "integrations" are conceivable. Norcross & Newman (1992) describe three

approaches to integration: technical eclecticism, theoretical integration and common factors. Technical eclecticism concentrates on differences, selects from a range of approaches, and is a collection of techniques. This approach utilises techniques from diverse orientations without embracing the theoretical positions from which the techniques come from. In contrast, theoretical integration is a conceptual construction that is more than an amalgamation of techniques. This approach aims to produce a conceptual framework incorporating the best parts of two or more theoretical approaches to develop a whole theory which is greater than the sum of its parts. (Haynes, Corey, & Moulton, 2003). Blending theoretical constructs is more challenging than employing different techniques from varied paradigms (Hollanders, 1999). The common factors approach looks across different theoretical systems to find shared elements. Although there are differences between the theories, it is possible to identify primary variables shared by all theories. This perspective has at its foundation the idea that common factors are as equally important in explaining effects as the individual factors that distinguish theories.

There are many Integrative supervision models including: Bernard's (1979) discrimination model, Holloway's (1995) systems approach to supervision, Ward & House's (1998) reflective learning model, and Greenwald and Young's (1998) schema-focused model (Haynes, Corey, & Moulton, 2003). An often researched and used integrative model of supervision is the Discrimination Model, originally developed in 1979 by Janine Bernard. Bernards' model is composed of three core purposes (or foci) for supervision (intervention, conceptualisation, and personalisation) and three possible supervisor roles (teacher, counsellor, and consultant) (Bernard & Goodyear, 2009). The supervisor could therefore respond in any one of nine ways (three roles x three foci).

Although differences exist between theoretical approaches to supervision a number of themes emerge from within the literature. Key concerns across models of supervision are issues of safety within the supervisory relationship, communication skills, accommodating various learning styles, having a structured directed around a specific task and multiple supervisory roles.

2.4.3. Structure of Supervision

There are several potential structures that can be employed for supervision. The structure used will depend upon the circumstances of the supervisor and

supervisee, the resources available and what is useful or practical at the time. Potential options include:

- 1:1 with an experienced supervisor from the same discipline as the supervisee;
- 1:1 with an experienced supervisor from a different discipline;
- 1:1 peer supervision with a peer of a similar level of experience and qualification;
- Supervisor internal or external to organisation;
- Group supervision (Reflecting Teams Andersen, 1987, Solution Circles etc.);
- Peer supervision;
- Collaborative supervision;
- Triadic supervision (observer added).

In addition to supervision in person, it is also now possible to have supervision sessions using information technology such as email, Skype or video conferencing. Birk (1972), reported that learning empathetic skills was not reliant on the supervisee having their favoured method of supervision. However, the mode of supervision received was significant as those who had one to one supervision had higher empathy ratings in comparison to other modes. There was also a significant interaction effect between supervisor and method of supervision. This research is now very dated and there is the need to explore supervision modes and impacts in light of new possible methods of conducting supervision.

2.4.4. Supervision Orientations

In describing the three orientations to supervision, Glickman, Gordon & Ross-Gordon (1998) suggested that the approach to supervision taken should be linked to the development and expertise of the supervisee. A non-directive supervisor orientation was recommended as most effective with expert teachers who take responsibility for solving work based problems. The supervisor's role is more of a facilitator, helping the supervisee to consider their actions through communication skills such as listening, paraphrasing and asking clarifying questions. A collaborative style is useful when supervisees are operating at 'moderate' levels of development. Supervisor and supervisee work on a level of parity; the supervisee takes an active approach and engages in joint problem solving discussions and decisions are made jointly. A directive approach involves the supervisor making the decisions as the supervisee is at a low level of development. There is however, a distinction between 'directive control' and 'directive informational' strategies, as described by Glickman

et al (1998). Directive control involves the decision making being done by the supervisor as the supervisee does not want to solve a problem or does not see the importance of the issue. Directive information is where the supervisee wants to solve the problem but does not have the necessary knowledge or skills. In this situation techniques are modelled and there is ongoing feedback.

The four stages of competence (Burch, 1970, cited in Howell, 1982) deals with learning stages and can also be applied to how supervision is negotiated. Unconscious incompetence is the stage of being unaware of lacking a particular competency. Conscious incompetence is when you know that you want to learn how to do something but you are incompetent at doing it. Conscious competence is when you can achieve this particular task but are very conscious about every step made towards its completion. Unconscious competence is when you master a task and do not need to think about what you are doing, such as riding a bike (Howell, 1982).

2.4.5. Limitations of Supervision

In his work in early years settings Elfer (2012) found that not all members of staff were aware of supervision and its purpose. Within the literature there is an assumption that supervision is a positive process. However, there is also some recognition given to the idea that it may not necessarily be viewed as exclusively positive (Wilkin *et al* 1997). Cutcliffe & Proctor 1998 suggest that supervision is perceived to be linked to therapy and propose that fear of being 'analysed' by the supervisor can evoke hostility and a reluctance to engage in supervision. This may be particularly important to note when the supervision is organised utilising a cross professional approach and involving psychologists. Rafferty & Coleman (1996) refer to the 'can of worms' phenomena in relation to supervision; the notion that a supervisor will not be able to manage the issues discussed during supervision and therefore engaging in supervision is too risky. Additionally, there is the concept that being angry or admitting negative feelings can open the supervisee up to a 'spiral of despair'. Reflection is not an easy process and can often elicit painful memories or thoughts. Discomfort and uncertainty can result and open a person to feelings that may be difficult to tolerate or contain. Psychologists receiving clinical supervision may be accustomed to dealing with feelings of 'safe uncertainty', but this may be distressing for those new to supervision or supervising.

Given the current climate of prioritising measured outcomes and efficiencies and the financial constraints within which much of the early years sector and wider

community is operating, it seems likely that staff may find it difficult to admit failings or discuss experiences of difficulties. This seems especially likely within times of high unemployment, job insecurities and settings where increasing importance is given to outcomes and accountability. Additionally, where the supervisor is also the line manager, responsible for appraisals and career progression, this may place supervisees in a position in which they are unwilling to reflect on the difficulties they are experiencing in their role (Goorapah 1997). Indeed, Elfer (2009) found that when staff began to reflect upon their experiences and had the support to recognise that they were not coping subsequently took sick leave. This can be connected to research on presenteeism and absenteeism and relates to people who are at work who perhaps should not be. This clearly could have negative financial implications for early years provisions.

Severinsson *et al* (2003) discovered that supervision usually came at a high cost in terms of it requiring time to be spent away from practice for two employees, or higher if group supervision was implemented. This can impact upon other members of staff if they have to take on extra work because the supervisee is in supervision or it may entail additional costs for the employer to replace staff during supervision sessions. However, group or team supervision could be more cost effective, but would need to be done after contact hours or still bring additional costs in terms of replacing staff whilst they are in supervision. In some contexts the employee will have supervision in addition to their normal work load and be expected to make up time at another point. This clearly could add to employee stress rather than reduce it.

A further consideration is the relationship between the supervision received and the ultimate impact on practice. Previous research has recognised the scarcity of studies exploring the impact of supervision on service users or clients (Vallance, 2005). This is most probably due to a difficulty in creating a firm link between supervision support and the impact on a client. Wheeler & Richards (2007) concluded that effective supervision has a widespread effect on the supervisee, ensuing in increased feelings of support, self-efficacy and self-awareness and improved skills and knowledge. Conversely, a lack of supervision can bring about feelings of 'staleness, rigidity and defensiveness' (Hawkins & Shohet, 2006, p. 5). However, there are numerous factors which may affect the perceived effectiveness and value of supervision.

2.4.6. Potential Factors Affecting Views on Supervision

There are many elements that may have an impact on supervisees' views on supervision, for example the level of experience or role of the supervisee. Equally, the amount of experience of or attendance at supervision may affect views, in that individuals who attend more frequently may perceive the sessions to be more beneficial. Issues such as relationships within supervision may also play a role in how supervision is viewed. Factors effecting supervision have been explored within literature (e.g. Hawkins & Shohet, 2006; Weaks, 2002; Webb, 2001), although their specific relevance to early years supervision is currently uncertain and this is potentially an area for future research.

The quality of the supervisory relationship has been highlighted as crucial to the quality of learning attained within supervision sessions (Hawkins & Shohet, 2006). Weaks (2002) suggests that the key factors in the supervisor-supervisee relationship are challenge, safety and equality. She goes on to suggest that challenges are helpful within the context of feeling safe in the supervisory relationship, where discussion on all aspects potentially effecting work is encouraged. Similarly, the relationship should be built on shared values, beliefs and power.   However, power disparities can develop and this can be problematic to the effectiveness of the supervision (Webb, 2001). Often, inequality of power can be a result of the 'monitoring function' the supervisor may also hold, which can be in conflict with a supportive relationship (Barden, 2001; Webb, 2001). In relation to supervision in the early years, a particular difficulty may be that supervisees know their supervisor in other roles, such as line manager, and this may impact on the relationship. However this may also provide some benefits including better knowledge of the context and direct knowledge of children and families. Difficulties may ensue if the role of supervision is not clear, for either supervisee or supervisor (King, 2001).

2.5. Conclusion

This review of the literature has suggested that early years settings have potential benefits to all children if their quality is good. I have argued that a setting can only be judged to be of a high quality of the staff are well trained and supported. The new requirements for staff supervision as set out in the EYFS (which became statutory in 2012) does not stipulate a specific model of supervision that early years staff should follow. As the profession of workers in early years settings rests somewhat uncomfortably between the domains of care and education, this leaves a wide range of supervision theories and models with which to consult. The current lack of

guidance specifically for early years setting and the requirement to fulfil a supervision requirement has led to a timely opportunity for the current research to look at what early years staff would like to experience during supervision. This may help in the formulation of supervision policies for settings, or highlight a need for training or further guidance. Facilitating the early years staff to have their voices heard within this context is particularly important given the literature relating their feelings of disempowerment (Caruso & Fawcett, 1999). This research aims to explore early years practitioner's views on supervision. It will aim to answer the question 'what do early years staff value in professional supervision?' In the following section I will discuss the methodology chosen to answer this question and the procedures used within this study.

3.0. Methodology

3.1. Introduction

In this chapter I will explain Q methodology and my reasons for choosing it for this research study. I will explain my own ontological and epistemological position, what I wanted from a methodology in order to meet my research aims and which other methodologies I considered before deciding upon Q. I will then give a brief over view of Q methodology and its ontological and epistemological assumptions. The strengths and weaknesses of Q will be discussed before considering how the limitations of Q can be mediated. This section will also outline how ethical research issues were considered and applied within the current study and will conclude by discussing how the quality of the study has been upheld. I will go on to look at the sequence of steps taken within this study in the procedures section. The results section will elaborate upon how the findings were analysed and interpreted.

3.2. My Philosophical Position

I have discussed in the introduction section of this research my positionality in terms of myself as a researcher, a professional and as a person. As mentioned previously, I align myself towards a social constructionist point of view and this will be integral to the methodology chosen to answer my research questions. I will now therefore outline social constructionism in order to express the fundamental ontological beliefs that I hold and thus be transparent in the processes I employ.

Social constructionism has many variations and can be seen as an 'umbrella term' for several different and potentially contrasting ideas. However, Burr (2003) identified four common features:

- A critical stance taken against the idea of an 'objective truth'
- Historical and cultural influences shape interpretation of a phenomena
- Social processes sustain ways in which the world is viewed and understood
- Knowledge and social action are interwoven and so constructions of the world and power relations are also interconnected.

Burr (2000) described knowledge as historically and culturally specific shared understandings created through interactions. Social constructionism proposes that people construct an understanding of the world through social interactions and as such, language is fundamental to the creation of reality. Truth is not viewed as an 'objective' account of some external reality but as the current, socially accepted ways of viewing the world. Language is the means by which individuals interact and

negotiate with each other and it is in this process that meaningful constructs and shared understandings are created. Language is core to social constructionism; language does not represent an external world, it only occurs in social interactions and it is within these contexts that language generates meaning and realities (Gergen, 2001; Ellingsen et al, 2010).

Abductive reasoning is the research strategy most aligned with a social constructionist epistemology (Blaikie, 2009). Reasoning is the process of using current knowledge to develop predictions, explanations or conclusions. Abductive reasoning begins with partial knowledge, or incomplete observations and proceeds to the most likely explanation for what is already known.

Abduction was first formalised by Charles S. Peirce (1839-1914). Peirce suggested that Abduction involves studying the facts and devising a theory to explain them. Through the use of Abduction, an attempt is made to explain why the observed phenomena is manifesting itself in this particular way and not in other ways. Abductive reasoning treats observations as signs of other things (Shank, 1998). As it is impossible in advance to know exactly what each sign or clue is indicating, it is necessary to generate and explore a series of likely hypotheses.

3.3. What do I want from a methodology?

In considering potential methodologies it was important to take into consideration the aims of my research and to ensure that the methodology resonated with my own ontological and epistemological positioning. As discussed in the previous section my theoretical disposition lies within a social constructivist paradigm and so it was important that my chosen methodology also operated within this stance; an approach that does not make the assumption that there is a single objective truth to be found.

Methods privileging the prevalent or most dominant accounts were not viewed as appropriate for this study. The literature review highlighted the importance to early years staff of feeling valued, listened to and engaged with. Therefore it seemed necessary for all the voices of all participants to be heard and to elicit minority accounts. Issues of perceived power imbalances between the researcher and those being researched, was also very important to me. I did not want the participants to feel that the research was something 'being done to them'; it was important that the participants had some level of ownership over the process. Although the participants in this research were adults, the concept of valuing participant voice seemed particularly relevant given the ideas of professional efficacy highlighted

within the literature. It was therefore essential to me that the chosen methodology was not only accessible to the participants, but also actively involved them in the research process. Additionally, as I have worked in the early years sector, I wanted to ensure that I was not projecting my own views onto the participants and so felt the need to distance myself in some way to reduce the impact of the researcher as much as possible.

3.4. Methodologies Considered

When initially considering the research area of Supervision, I was faced with a number of potential questions and possible methodologies. Consultation with the literature led me towards the need to:

- be consistent with a social constructionist philosophy
- reduce researcher power and influence on the research process
- elicit many voices
- explore a range of views about a complex issue

Within the general supervision research literature a mix of qualitative and quantitative studies could be found. However, there is currently very little research into supervision in the early years specifically and what little research there was tended to be quantitative; based upon surveys. This may be due to how recently it has become mandatory and a lack of knowledge within the profession as to the nature of supervision. This 'vagueness' about supervision could have led this research towards a more in depth survey or questionnaire approach, which would have met the research aim of eliciting a large number of voices. However, surveys and questionnaires do not meet the aim of reducing the researcher power as each questionnaire item has already been assigned an exact definition or meaning, by the researcher. The interpretation of what each response means can therefore be overlooked and the view of the participant may not be portrayed as the participant intended (Watts & Stenner, 2005). Also, quantitative studies can reduce participants' views to nominal data, in which case the 'view' can be lost completely. This did not integrate well with a Social Constructionist approach.

Qualitative methodologies such as Grounded Theory (Glaser & Strauss, 1967), Narrative Analysis (Crossley, 2000) and Interpretative Phenomenological Analysis (Smith, 1996) were also considered as methodologies consistent with a social constructionist stance. However, these methods are based upon the use of language to share experiences. Whilst I am not questioning the participants' language skills in general, I feel that given the recent arrival of supervision within the

early years guidance, that it would not be an easy task to articulate what they value in supervision as they may not be aware of or considered many of the potential aspects of supervision. Q methodology is often used as a way for participants to explore their own understanding of a topic in more depth and may clarify their thinking on the subject or illuminate a need for further reflection or training. When considering the methodology for this study it was particularly important to gain as many perspectives as possible so to include views from staff at varying levels of qualification and from all types of early years settings. Q methodology was chosen as an approach which allows the co-construction of the stories of many people. Additionally, the qualitative methods mentioned previously generally have a very small sample size and so do not meet the aim of eliciting many voices.

3.5. Overview of the Stages of a Q Study

Before presenting a brief over view of a Q methodological study, it is necessary to first consider the meaning of terms used within this method. This will facilitate understanding of the research process discussed within the following sections. Within Q methodology, the discourse surrounding a particular topic is referred to as the 'concourse'. The concourse is made up of individual sentence statements or *items* relating to aspects of a topic. For example, in this study the concourse concerned the topic of supervision, one item (statement) within the concourse was 'confidentiality'. From the concourse, a number of items are chosen by the researcher as representative of the concourse, this forms the *Q set*. The Q set is suggested to be an appropriate number of items to encompass sufficiently matters raised in the concourse but to be manageable for participants to arrange to show their view on the subject. A *Q sort* is the act of the participants arranging the statements (items) in relation to the given condition of instruction. For example, it is common to ask participants to sort items from those they most disagree with, to those they most agree with, using a predefined grid.

The following table (Table 1.) shows a brief outline of the steps involved in this study in order to give an overview to the process. This will provide context to the following discussions of Q as a methodology and the reasoning for its choice within this study. The stages of a Q study generally and the process adopted within this current study will be discussed in more detail within the Procedures chapter.

Table 1. Overview of stages within this Q method study.

Stage	Principle task	Research Activities specific to current study
Stage 1	Developing the concourse (Q set)	Focus group to discuss supervision Consult the literature around supervision Develop the concourse and reduce to a 54 items Pilot the Q set
Stage 2	Select the participants (P set)	Early years practitioners operating within local authority selected. Consent and information sheet given.
Stage 3	Q sorting process (Q sort)	Pilot the Q sort and materials Q sort given in groups within early years settings, researcher present Supplementary questionnaire
Stage 4	factor analysis by-person (Q analysis)	By person factor analysis using PQmethod software Production of 'factors' representing view points
Stage 5	Interpretation (f-set)	Interpretation of factors using crib sheets Discuss interpretations with selected participants Disseminate/feedback findings

3.6. A Brief Introduction to Q Methodology

Q methodology is a method of studying individuals' subjectivity, specifically their view point, attitudes, beliefs or opinions. Q Methodology was originally developed by William Stephenson (1902-1989). In a Q methodology study, participants are presented with statements on a particular theme (the Q set) and asked to put the statements into order (card sorting task) according to their own judgements to complete a Q sort. By sorting the statements, the participants demonstrate their view point or 'personal profile' on the theme. These individual rankings of the statements are then processed using by-person factor analysis. Correlations between individual profiles, or segments of the profiles, can then demonstrate the existence of similar view points on the topic in question. The factors that are elicited through Q analysis are not imposed upon the participants and are used to describe a population of *views* rather than a population of *people*. This method can be contrasted with factor analysis ('R method') which involves looking for correlations

between variables across a sample of participants. Q methodology looks for correlations between participants' views across a selection of variables (the items in the Q sort).

3.7. Ontological and Epistemological Assumptions of Q

Ellingsen *et al* (2010) highlighted that Q methodology has a social constructionist ontology centred on the principle that people construct different versions of events and ideas which are entrenched in historical, cultural, historical, political and social viewpoints.

Social constructionist researchers do not accept the idea that there is one, objective reality that can be 'known'. As an alternative they embrace the idea of multiple social constructions of meaning and knowledge. The current research was concerned with perspectives on supervision and from a social constructionist perspective it was assumed that early years workers would construct different accounts in relation to aspects of supervision they valued.

The epistemological position within the social constructionist paradigm is that the 'inquirer' and the 'inquired into' are interconnected in an interactive process, each having a dynamic influence on the other (Blaikie, 2009). Q methodology fits well within the epistemological aim to explore variability as opposed to reducing it (Darwin & Campbell, 2009). Q provides a framework to identify possible views on a topic, provides researchers with quantitative statistical techniques with which to analyse the data, but also allows for the subjectivity of individuals' viewpoints (Janson, Militello & Kosine, 2008).

The use of a social constructionist paradigm has implications for how the concept of 'subjectivity' is understood. Wolf (2009) suggested that Stephenson's idea of operant subjectivity leads to the consideration of a 'behavioural disposition' that causes participants to respond to items in a particular way. From this perspective, a Q study could involve just one participant. From a social constructionist position, Q identifies views which reflect 'shared social meanings' and therefore multiple participants can be involved (Wolf, 2009). Watts & Stenner (2012) propose that social constructionism can explain why similar view points are held by groups of participants. They indicate that ideas and ways of talking about a topic are developed through social interaction and joint discussions within social groups.

3.8. Strengths of Q

Watts & Stenner (2005) state that Q studies are appropriate when the research questions involve 'many potentially complex and contested answers' (p75). The subject of Supervision is multifaceted within disciplines and this complexity is confounded when one considers the multidisciplinary nature of many early years settings. As such, Q could be a suitable approach for a study exploring aspects of supervision that are valued by early years staff.

Webler *et al* (2009) argues that Q methodology allows participants to express their subjectivity without being confined to the researcher's categories. Q methodology is often used as a way for participants to explore their own understanding of a topic in more depth and may clarify their thinking on the subject or illuminate a need for further reflection or training. The extracting, analysing and interpreting of factors means that majority opinions do not dominate and minority voices are heard (Capdevila & Lazard, 2008). Cross (2005) suggested that Q methodology was a more robust method to measure subjective opinions and attitudes than alternative tools such as surveys and questionnaires.

Ellingsen *et al* (2010) assert that Q methodology actively involves the participants in the research and so participants may feel more like they are involved in 'doing research' rather than viewing the research as something that is 'done to' them. In the current research a pilot study was conducted to trial the data collection stage of the research and as part of this the participants were asked about Q technique. The participants reported that they found the Q sort to be engaging and 'an interesting way to help process my thoughts'. Hence Q appears to provide a way for participants to explore their understanding of the topic in more depth. The Abductive approach embraced by Q methodology can be seen to minimise the effect of researcher bias because the researcher is to some degree constrained by the data; the factor interpretations must sit within the factor boundaries.

The active involvement of the participants helps to create a more balanced relationship between the participants and the researcher, which can address issues of power differentiation and reduce the likelihood of participants giving socially desirable responses (Parker & Alford, 2010). Webler *et al* (2009) argued that Q methodology allows participants to express their subjectivity without being confined to the researcher's categories. It is the factor analysis that creates the boundaries for the factors, although the researcher's interpretation has some role to play in terms of decisions made regarding factor boundaries.

3.9. Limitations of Q

As with any other methodology, Q does have some limitations. One weakness highlighted by Kitzinger (1999) was that Q is not very well known and the researcher may need to spend a lot of time explaining the methodology and findings. Whilst I feel that in recent years Q methodology has become much more widely known within research communities across disciplines, outside of these areas it remains unknown or misunderstood. My personal experience of discussing Q within the Educational Psychology Service was to generally be met with puzzled expressions; the exception being the more recently qualified staff. This leads to the consideration that Q is becoming more widely used, but is still less understood than its purely qualitative or quantitative research counterparts. However, I feel that this should not be seen as a failing of the methodology as it is very context dependent criticism.

The task of completing the Q sort has also been criticised. ten Klooster, Visser & de Jong (2008) state that the Q sort activity can be time consuming and demanding for participants. There is also the potential for participants to create what they feel is a socially desirable Q sort, or to try to give the researcher the Q sort they feel the researcher expects or wants (Cross, 2005). However, this is a criticism that can be levied against many research methods. Participants may also find the fixed distribution grid for the Q sort constrains the sorting activity. However, Brown (1980) claimed that the use of forced distribution grids has no effect on results. Watts & Stenner (2005) discuss the potential discomfort some participants may feel at the ambiguity of the items in the Q set. The requirement to attribute their own meaning to the statements may leave some participants feeling insecure about their ability to do so and so uneasy over the whole process. Q has also been criticised due to questions as to whether results are constant over time. However, from a social constructionist perspective, constant results over time would not be expected as attributed meanings and views are context specific and open to change.

3.10. Mediating the limitations of Q.

Following rejection of the alternative methodologies I then considered carefully the limitations of Q and to what extent they could be mediated. The issue of the fixed or forced distribution grid seems to have limited effect on results and my pilot study actually found that some participants found the structure helpful. The notion of participant discomfort over item interpretation (Watts & Stenner, 2005) can be mediated by addressing this issue directly with participants. Assuring participants that statements could have more than one meaning and they can interpret the

statements in their own way as there is no 'right' answer and many ways to sort the statements. A major limitation of Q methodology is that it is not a widely understood methodology and that the results may be misinterpreted. Whilst I feel that the results of any study can be misinterpreted, I acknowledge that I will need to be clear in reporting my findings and their potential implications. I am not, as Kitzinger (1999) warns against, attempting to identify 'types' of supervisees, but looking for accounts of preferred supervision experiences.

3.11. Ethical considerations

This research was completed in accordance with the British Psychological Society's Code of Research Ethics (BPS, 2010) and was subject to an ethical review in compliance with The University of Sheffield's ethical principles and policies (see Appendix (i) for ethical approval notification). The Local Authority in which the research was carried out also required an additional ethical review of the research proposal by their Research Governance Team, in accordance with Local Authority policies.

The participants in this study were given an information sheet detailing the purpose and process of the research. They were then asked to give their consent to take part in the research in writing by signing a consent form. The information sheet made it clear to the participant that they have the right to refuse to participate and also that they may withdraw from the research at any point before the data has been analysed, without the need to give a reason.

Participants were debriefed verbally following each stage of the data collection process that they were involved in. The debriefing involved a reminder of the purpose of the research and the participant's role in that particular stage of data collection. This helped to ensure the participants understood their involvement and felt comfortable about participating. The participants were encouraged to ask questions and to comment on how they felt about the process. I discussed with participants their experience of the research in order to monitor any unforeseen negative effects or misconceptions. Participants were assigned a number once they completed the consent form. This ensured that they could only be identified by the researcher. It was made clear to all participants that their data would be anonymised. The data was kept in a locked filing cabinet and on a password protected, encrypted laptop throughout the study.

Participants were competent adults and did not belong to particularly vulnerable groups in terms of risk to their physical safety and well-being, social standing and

reputation or psychological and emotional well-being. The context in which the research took place was the same premises in which they usually work. The research itself, in terms of methodology and subject matter was not likely to increase the potential vulnerability of participants.

Participants were able to speak to the researcher individually after each stage of the research if they wanted to further discuss any sensitive issues arising as a result of discussing unpleasant experiences. Participants and managers were informed that a senior educational psychologist with specialist training in family therapy and supervision, was available to discuss issues with participants if necessary and the settings were left appropriate contact details.

3.12. Quality criteria

Working within a social constructionist position, I feel that there is no 'one truth' or criteria with which people's accounts can or should be compared. However, I acknowledge that there still needs to be some form of 'checking' whether a piece of research done within the qualitative tradition is of good quality (Guba & Lincoln, 2005). Generally, research studies from a qualitative approach do not apply the same quality assessing criteria as those from a quantitative tradition. This disparity stems from the underlying ontological and epistemological philosophies of each branch of research and incorporates the position of the researcher and the aims of the research (Ballinger, 2004). Q methodology has been described as a mixed methods or 'qualiquantological' approach and as such the criteria applied to assess the quality of the research also needs to take a hybrid approach and draw on both qualitative and quantitative standards. In this section I will discuss the ways in which researcher influence can be minimised and the quality of the research considered. The literature around quality in Q methodological studies will also be discussed.

Reliability, validity and generalizability are concepts which provide a basic structure for carrying out and assessing quantitative research (Finlay, 2006). Although 'reliability' has many facets and forms, replicability is the most relevant when considering Q studies (Van Exel & Graaf, 2005). Replicability in Q methodology examines whether similar 'viewpoints' on a topic will be found across similar, but different participants, under the same condition of instruction. Test-retest studies have found that Q does not always find the same results (Cross, 2005) which has led to questions being raised as to the reliability of Q. As mentioned previously, from a social constructionist perspective, 'views' are seen as being socially constructed and therefore likely to change over time and contexts. Stainton Rogers (1991)

stated that he saw no difficulty with a person expressing two different viewpoints on two different occasions.

Researcher bias at the interpretation stage can affect the reliability of the factor viewpoints (Cross, 2005). The researcher's prior experience of the area under study can influence how the factor is interpreted (Stainton-Rogers, 1995). This may mean that as the researcher the meaning I assign factors is different to those of the participants. Watts & Stenner (2005) point out that within Q, the researcher's influence on the interpretation is actually quite constrained by the way the participants accounts can be reflected back into the 'factor exemplifying item configurations'. To attempt to mediate against this issue I 'took back' my interpretations to the participants who loaded most significantly on each factor and asked for their input into my interpretation. This ensures that the ultimate factor interpretations are both reliable and sensitive to context. Clearly the views expressed within the Q sorts may well have changed from the time the sorting was completed to the point of my interpretations. This was considered in the follow-up conversations with the participants; they were asked directly whether they felt their views may have changed and what may have impacted upon their views since the time of the Q sort.

Like reliability, validity also has a number of components. Face validity is the extent to which the research appears to measure what it aims to measure. Cross (2005) suggests that within a Q study, face validity is linked to the Q set as the participants are only able to express their views clearly if they have appropriate statements (items) with which they can do so. The Q set therefore needs to be developed thoughtfully in order to be representative of the area under study. As such, an extensive review of the discourse surrounding supervision and careful selection and piloting of the items was essential to safeguard the face validity of the research. The wording of the statements was maintained as near as possible to the original (obtained from the focus group), allowing for some changes of grammar etc. for readability purposes (Valenta & Wigger, 1997). The qualitative criterion of 'rigour' also has links to face validity (Tracy, 2010).

Within Q methodology it is not suggested that the social viewpoints elicited are fixed or stable over time and therefore generalisations cannot be made. Generalizability is thus not an appropriate criterion for assessing the quality of a Q study. The purpose of this study is to explore potential viewpoints within a specified context, not to assign the views to other populations.

Although it is agreed that qualitative research should also have quality criteria, there is more contention as to what this should entail (Willig, 2001). Smith (2003) highlights that a difficulty with quality criteria is that there is the potential for it to become a formulaic checklist of evaluation. To mediate against this, Yardley (2008) describes principles that can be addressed in a variety of ways. The following table (adapted from Yardley, 2008) demonstrates principles of quality and how they have been addressed within the research:

Table 2. How principles of quality were addressed within the current research

Principle	Ways the principles were addressed
Sensitivity to context	Ethical considerations were given at each stage of the research and the study was approved by both the University of Sheffield Ethics Panel and the Local Authority's Research Governance Team. Informed consent and anonymity of participants Settings and the EPS will also receive a summary of findings and be offered support and guidance in making changes based on the findings
Commitment Rigour	'Crystalisation', achieved by supplementing the Q sort data with a post-sort questions and by interviewing some participants to check researcher interpretations. The research achieves what it aims to achieve Uses methods and procedures that fit the research goals and are able to answer the research question. Enough data gathered to allow for the finding of multiple viewpoints The sample is appropriate to the aims of the research; varied range of participants, varied settings, ages experience, and roles. Systematic process drawing on a range of sources for concourse development, checked by target participants for appropriateness Data collection procedures minimised researcher bias (minimal researcher involvement in data collection) Data interpretation constrained to some extent by quantitative data (factor arrays)
Transparency & Coherence	Transparency about the methods and limitations of the research The beliefs and values of the researcher made explicit and the impact they have had on the research is acknowledged. A discussion of the choice of methodology and challenges this methodology brings Researcher self reflexivity about subjective values and biases of the researcher An attempt has been made to write a transparent thesis which flows and 'hangs together well' (Tracy 2010). The literature review situates the findings and the findings attend to the research question. The conclusions and implications meaningfully interconnect with the literature and data presented
Impact & Importance	The findings will be shared with settings and the Local Authority so that there is an awareness that multiple views exist and so that the EPS can develop more effective ways of working systemically with the settings The research attempts to explore a topic which is relevant, timely, significant and interesting. Raises the awareness of the use of Q methodology.

I will discuss more fully the impact and potential importance of this research within the discussion section. This table will be considered in the evaluation of the current study.

3.13. Methodology Summary

In this chapter I have discussed the aims of the research and stated the reasoning behind the choice of Q as the methodology for this study. I have highlighted my social constructionist positionality and discussed how Q methodology is compatible with this stance. I have given a brief description of Q and I have explored its strengths and limitations. I have discussed the ethical considerations that have been relevant to this research and how ethical standards have been applied to the study. I concluded this section by exploring how the quality of a Q methodological study can be maintained and have discussed how issues of quality have been addressed in this study in relation to Yardley's (2008) principles. In the following section I will clarify the procedures of Q methodology and discuss each stage of this study in further detail.

4.0. Procedures

In this section I will discuss the procedures employed in this research. I will discuss the exploration of the concourse, including the use of a focus group to develop the Q set and discuss the participants (P set). I will explain how the Q sort activity was conducted, the use of a pilot study and give an overview of the steps involved in Q analysis and interpretation. However, these final stages will be explored in further detail within the results and discussion sections.

4.1. Development of the Concourse and Q set

The discourse surrounding a particular topic is referred to as the 'concourse'. Brown (1993) describes a concourse as the everyday conversation, commentary and discourse which includes all communication about a specific topic. Notes and comments were made by reviewing articles and books and policies relating to supervision across disciplines, including psychology, nursing, medicine, social work, education and psychotherapy. Government documents such as the EYFS guidance and also articles/editorials from professional early years magazines and publications were similarly consulted. Comments were also noted during an early years supervision conference I attended at Penn Green research base in October 2012. A local authority training course for supervisors also allowed for the collection of comments regarding different aspects of supervision. Informal discussions with Educational Psychology supervisors/supervisees and supervision policy documents were used additionally to broaden the concourse. Furthermore, as part of the pilot study, a focus group with early years professionals was carried out to discuss supervision.

Through the process of collecting comments and notes on supervision, the concourse grew to over 200 statements. By this method of gathering statements, a number of themes (see appendix ii for diagrams illustrating the thematic analysis of the concourse) were identifiable. These themes became apparent in the range of comments and ideas produced as the concourse was developed and not ascribed a priori. From the concourse, a number of items needed to be selected to form the Q set. The Q set is the set of statements given to the participants to sort in order to express a view. The statements are selected in order to ensure all potential aspects of the topic are included. Ideas on the necessary number of statements for the Q set vary between theorists. Schlinger (1969) suggests that the number of statements should not overwhelm the respondents. McKeown & Thomas (1988) state that a Q

sort can vary between 30 and 100 statements and Watts and Stenner (2005) suggest that around 50 is typical.

The process of reducing the initial concourse of over 200 statements into a more practical number for the Q-set involved the following steps:

- Filtering statements to remove duplications
- Editing statements for clarity; amending poorly worded, overly long and complex statements whilst maintaining their meaning
- Ensuring statements are composed to fit with the sentence opener 'in supervision I value…'
- Including statements that gave a broad representation of the themes emerging through the literature review and concourse development (see appendix ii)
- The pilot study revealed several difficulties with the wording of two statements and these were changed in line with the pilot participant's suggestions.

This reduced the number of statements to 95, which I still considered to be too many to be manageable. Discussions with a Senior Educational Psychologist in my EPS, university tutors and early years colleagues helped to filter the statements further to a final Q-set consisting of 54 statements or items. As part of the process of finalising the Q-set a pilot study was conducted with three participants to trial the statements and also to identify any potential issues in terms of practicalities of participants completing the Q sort, for example, the clarity of the statements. The pilot study also elicited feedback on the Q sorting activity and number of statements. The pilot participants reported that the number of statements was adequate and not too taxing to sort. They also reported enjoying the activity and said it was a novel way to think about a topic.

The statements were then prepared for the Q sorting activity. Each statement was printed on an individual card to form the Q sort deck. Cards were also assigned a number in order for the completed Q sort to be recorded easily and to aid analysis.

4.2. Participants (P Set)

For the focus group that was conducted to help develop the concourse, five participants were involved. These participants worked within early years settings, two as teachers, two as nursery assistants and one as a Special Educational Needs Co-ordinator (SENCo). These participants were all female aged 30-40 and had all

worked within their current role for over two years. Participants were given an information sheet and completed a written consent form before the focus group took place. (See Appendix (iii) for focus group questions and instructions).

In Q methodology studies the potential range of participant's viewpoints is more important than the actual number of participants. Therefore, as Brown (1993) suggests, the focus of a Q study is on the participants' personal viewpoints and the way in which these viewpoints are communicated. Brown (1980) states that the number of participants needs to support the extraction of factors from the data. Consequently, it is essential that participants who have opinions that are important to the research topic should be selected (strategic sampling).

It has been discussed previously that the subject of supervision can entail a variety of understandings within different professional domains. In the area of early years, which is an amalgamation of care, health and education, the decision as to whose views and opinions were important needed to be made carefully. I considered targeting my research towards leadership within the settings as I felt that this was the level at which decisions regarding supervision arrangements would be made and thus their views justified exploration. However, on further reflection I thought it would be more useful, and appropriate for Q methodology, for the research to explore the views of a wider range of staff in a variety of settings. The variety of settings operating within the EYFS has seen increasing expansion since the requirement for Ofsted registration for the use of childcare vouchers. I decided to include participants across a range of positions within settings which were required to register with Ofsted on the Early Years Register. I therefore targeted the following settings:

- maintained schools
- children's centre (charity)
- independent schools
- child-minders
- day nurseries
- pre-schools/playgroups
- private nursery schools

The participants were from all types of early years settings, including maintained, private, voluntary and independently funded settings. Therefore, the participants were selected using non-probability sampling. I asked 30 participants to be involved in the Q sorting activity.

Q methodology benefits from recruiting participants whose views may differ and consequently it is recommended to attempt to obtain diversity in terms of participant age range, gender, and ranges of perceived experiences (Watts and Stenner, 2005). This is not an indication that all demographics need to be represented or 'sampled' within the P set, as a suggestion that a range of different potential views need to be sampled.

I therefore collected the following additional information from participants in order to assist in the interpretation of factors and to ensure that an appropriate range of participants were included in the study:

- Length of time working in early years setting
- Job title
- Type of current setting
- Highest level of qualification
- Gender
- Whether supervision was currently being received (not performance management meetings)
- If supervised, how often
- Age
- Previous role titles
- Length of time in current role
- Job title of your current supervisor

Further details of the participants will be given in the results section. It should be noted however, that the majority of participants in this study were not receiving supervision at the time of the research. Early years settings managers, foundation stage leaders or head teachers were initially contacted by telephone and asked if they were interested in taking part in the research. The aims and process of the research were briefly described. It was also explained that the data collection would take approximately 45 minutes and that the researcher would be present at the time. Settings who expressed an interest in taking part in the research were sent the information sheet via email. This was followed up by a telephone call a week later to ascertain whether the setting manager was still interested in taking part. A time was then arranged for the researcher to speak to the setting staff, to give potential participants an information and consent sheet and to arrange a time to conduct the Q sort activity with participants.

4.3. Q Sort

Q sorting involves the participant arranging the statements about the particular topic along a specific dimension. Before the participants sorted the statements, they were given instructions to sort the items from their own perspective at the current time. The actual instructions given to the participants can be found in Appendix (iv).

The participants were also given written instructions for the Q sort activity. In the current research, the participants were given a 'forced-choice condition of instruction' whereby the participant needs to place the statement cards onto an enlarged Q sort diagram, with a space for each card. (see Figure 1). The sentence 'in supervision I value…' was written at the top of the sorting grid as a reminder of the task.

Figure 1. Q sorting grid

Most disagree										Most agree
-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
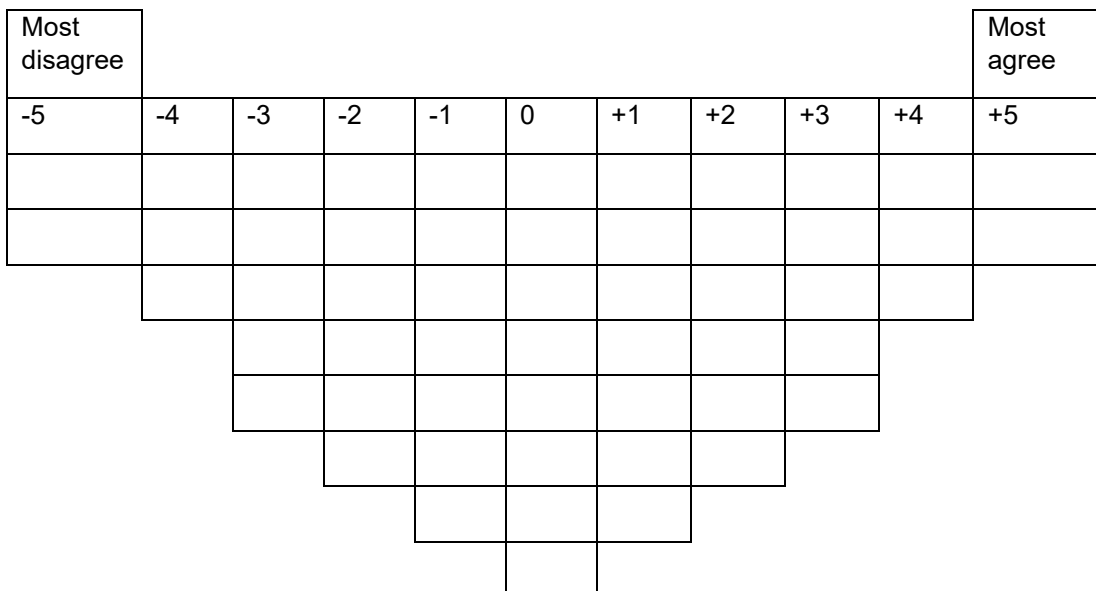
The participants were asked in groups of 3-5, to sort the cards according to which he/she most disagrees with to those which he/she most agrees with. Before placing the cards onto the diagram the participant were asked to put the cards into three interim piles in relation to whether the participant agreed, disagreed or felt neutrally about the statement. This provided some structure to the task and avoid the potential for it to be overwhelming for the participant. The completed Q sort was then recorded on the record sheet which is a reproduction of the Q sort diagram. Supporting information was also gathered in the form of a feedback questionnaire. The feedback questionnaire contained the following questions:

- What specific statements did you find difficult to place and why?

- Describe why you would most agree with the statements you placed at the (+5) end of the continuum

- Describe why you would most disagree with the statements you placed at the (-5) end of the continuum

- Describe any other thoughts or ideas about supervision that emerged for you while sorting these statements

- Were there any other statements about supervision that could have been included?

- Do you think that the way you finally arranged the cards allowed you to give your view? If no, please explain why

- Are there any other statements that have stood out to you? This may be because it did not make sense to you or because you felt it should not belong in the card sort. Please state which card and why

Each participant received an envelope containing the following items:

- Written instructions for the Q sort (Appendix iv)
- Two copies of the consent form (Appendix v)
- Participant information sheet (Appendix vi)
- An A3 sorting grid (Appendix vii)
- 54 Q sort items on cards (Appendix viii)
- Q sort recording grid with supplementary questions (Appendices ix and x)
- A pencil

The researcher was present throughout the card sort and instructions were initially given orally. Written instructions were provided to support understanding of the task structure and process. Participants were assured of their anonymity and de-briefing took place following both the initial focus groups and the Q sorting activity. During the research activities I discussed with participants their experience of the research tasks in order to monitor any unforeseen effects or misconceptions.

4.4. By Person Factor Analysis (Q Analysis)

Following data collection, the Q sorts were submitted to a by-person factor analysis using the PQMethod (Schmolck, 2002) programme. This programme was chosen because it is specifically designed for Q methodological studies. It is also freely available to download and is viewed as being appropriate for data analysis (Watts & Stenner, 2005).

The Q sorts were inter-correlated with each other into a correlation matrix. This enabled the exploration of value groupings by highlighting the level of

correspondence between participants, rather than the relationship between items. The initial correlation matrix therefore denotes the relationship of each Q sort to the other Q sorts. This method of analysis leads to the identification of groups or 'factors'. The number of factors emerging and their structure is not known in advance. Centroid Factor Analysis (CFA) was used to find associations amongst the Q sorts.

A 'factor loading' is a correlation between a factor and a Q sort. Q sorts loading on a particular factor share similar agreement or disagreement. The Q sorts were then merged to form one representative Q sort via the production of a single Q sort pattern or a 'factor array'. This was done using a weighted averages method where the higher loading sorts were given more weight in the merger. Webler *et al* (2009) suggest that a Q study will usually result in between two and five perspectives/factors.

4.5. Interpretation (F Set)

The factor arrays were then interpreted to create the shared viewpoint expressed in the arrangement of statements. A crib sheet was created for each factor viewpoint (See Appendix xi). The Crib sheet was developed by Watts as a way to analyse factor interpretations holistically and consistently (Watts & Stenner, 2012).

To create a crib sheet each item was analysed in relation to where other items within the factor were positioned. Statements at the extremes of the sorting continuum (+5 and -5) were noted because they are particularly important as they are representative of the most defining views of participants who loaded significantly onto the factor (Valenta & Wigger, 1997). Items ranked higher and lower by each factor in comparison to any other factor were identified and added to the crib sheet. The advice by Watts & Stenner (2012) to include items which 'tied' in the ranking was followed. Subsequently, the distinguishing statements for each factor were added to the crib sheet. The distinguishing statements define the distinctiveness of each factor in comparison to the other factors (Purcell, 2012).

The final factor interpretations were created using the crib sheets and drawing information from the post-sort questionnaires from participants who significantly loaded on a factor. Following data extraction and interpretation, the participants whose Q sorts most characterised the viewpoints expressed within each factor were asked to discuss the factor interpretation. This aimed to 'check out' how far their perspective corresponded to that presented within the factor interpretation.

The analysis and interpretation of the findings will be considered more fully in the following sections.

5.0. Results

As outlined within the methodology and procedure chapters the data were collected from the participants using a Q sorting activity and a supplementary questionnaire. The next stage of the study was to analyse the data and interpret the results to give meaning to the data.

5.1. Information on the P set

In total, 30 participants performed the Q sort activity. The researcher was present throughout the process and as such it was possible to observe each participant completing the Q sort to ensure that items were considered before being placed in the grid. Observations suggested that the participants completed the task carefully and seemed motivated to ensure that their viewpoint was reflected by the final Q sort. Whether or not the participants felt that the Q sort allowed them to express their opinion on supervision was asked as one of the supplementary questions following the Q sort. All but one participant who took part in the Q sort activity affirmed that they were able to express their view using the Q sort. The participant who felt it did not fully express her view said that it was too restrictive and that she placed items in the left side of the grid but she did not actually disagree with them, just valued them less than the others. I noticed that she had made this comment during the data collection phase and reiterated the idea that the grid was a way of organising statements in a relative way. She was then more comfortable with her data being used as an expression of her view and she agreed that she did still want her data included. Thus all of the Q sorts collected were included in the study. The following table (Table 3) shows the composition of the P Set in terms of type of setting, role, number of years in current role, gender, age, number of years' experience working in early years settings, whether they received supervision and highest level of qualification.

Table 3 Participant information

Setting	Participants
Maintained school foundation stage	4
Academy foundation stage	4
Childminder	3
Private/independent nursery	4
Supply teacher	5
Children's centre	4
Play group	3
Independent school foundation stage	3
Total	30
Gender	Participants
Male	1
Female	29
Total	**30**

Age	Participants
16-21	2
22-27	7
28-33	5
34-39	5
40-45	4
46-50	3
51-55	3
56-61	1
Total	**30**
Average/range	*35.6 years old /19-59 years old*
Current role	**Participants**
Teacher	8
Teaching assistant	8
Foundation stage leader	1
Manager	1
Nursery assistant	4
Child-minder	3
Child care practitioner	3
Senior child care practitioner	2
Total	**30**
Highest level of qualification	**Participants**
Master's degree	1
Post Graduate Certificate in Education (PGCE)	6
Batchelor of Arts (with honours) degree	2
Foundation Degree	1
Level 1	1
Level 2	3
Level 3	9
NNEB Diploma	1
Level 4	4
Level 5	2
Total	30
Number of years in current role	**Participants**
0-1	8
2-5	9
6-10	5
11-15	3
16-20	5
Total	**30**
Average /range	*6.5 years/3months- 19 years*
Number of years working in early years settings	**Participants**
0-1	4
2-5	8
6-10	5
11-15	3
16-20	7
21-30	3
Total	**30**
Average/range	*10.4 years/4 months-27 years*
Currently having supervision	**Participants**
Yes	5
No	25
Total	**30**

In Q methodology there is no one particular benchmark used to inform the researcher when it is likely that enough participants have been involved in the Q sorting process to reveal a variety of views.

PQMethod software (Schmolck, 2002) was used within the study to analyse the data. This software was selected due to its recommendation in the literature and its availability to be downloaded freely from www.lrz-muenchende/~schmolck/qmethod/. Alternative options that are available include PCQ for windows (Stricklin & Almeida, 2004).

5.2. Entering the Data

Using the PQmethod software, the subsequent steps were followed:

1. Inputted the 54 statements
2. Defined the formation of the fixed distribution grid. PQmethod attributes values of -5 to +5, with -5 being the most disagreed with item and +5 being the most agreed with item. The number of rows required for each column is then defined
3. Entered the data for each of the 30 Q sorts. Each Q sort entered was given an identifying code

5.3. Factor Extraction

In order to facilitate the interpretation of the data, PQmethod can be used to identify a number of factors. Each factor that is extracted is a representation of a group of participants who gave an alike viewpoint in their Q sort. When deciding upon the method of factor analysis to use, two options are available: Centroid Factor Analysis (CFA) or Principal Component Analysis (PCA). Stephenson (1953) suggests that CFA provides the most flexibility due to its 'indeterminate nature'.

Unlike PCA, CFA enables factors to be 'rotated' which allows the researcher to undertake a deep exploration of the data to come to a solution which is not only mathematically sound, but also the 'most meaningful or the most informative solution from a substantive or theoretical perspective' (Watts & Stenner, 2012, p99).

The maximum number of factors that may be extracted using PQmethod software is seven. Watts & Stenner (2012) suggest that it is appropriate to extract one factor for every six Q sorts used within the study. Therefore, for this study the recommended maximum number of factors extracted as a starting point was five.

5.4. Initial Findings

It is theoretically possible to extract as many factors as there are Q sorts although only the factors with enough variance can be meaningful. To help with this, there are several possible ways to limit the factors produced, as follows.

- The Kaiser-Guttman criterion stipulates that only factors with an eigenvalue greater than 1.00 should be included. The eigenvalue is the ratio between the variance explained by a factor and the variance explained by a single sort. An eigenvalue above 1 suggests that the factor explains more variance than a single sort. However, within Q methodology there are some situations within which it would be useful to include factors which have eigenvalues of less than one. For example, it may be beneficial to analyse the Q sort of a manager separately to that of the members of staff. Within this study this was not felt to be necessary as the aim was to explore supervision from the participants within early years professionals' roles.

- Another point that requires consideration is whether there are enough participants included in the factor for it to be considered a shared viewpoint. Brown (1980) suggest 'enough' can be two participants, whereas Watts & Stenner (2012) state it is better to be three. I therefore decided to use a cut-off point of three. In order to decide whether the loading of a Q sort onto a factor is significant (at the p=0.01 level), Brown (1980) suggests the use of the following calculation:

  2.58(1/√number of items in Q set)

  which in this study equates to   2.58(1/√54)= **0.35**

Applying the above criteria to the data in this study suggested that extracting five factors was not appropriate as one factor had an eigenvalue less than 1 (0.29). Additionally, one factor did not contain any significantly loading Q sorts.

The extraction of four factors also resulted in a factor with an eigenvalue of less than 1 (0.2) and no significantly loading Q sorts. Using the same criteria of an eigenvalue above 1 and more than 3 significantly loading Q sorts, the extraction of 3 factors was accepted.

The following table presents the unrotated factor matrix generated in PQMethod through Centroid Factor Analysis for three factors. This shows that a 3 factor solution meets the Kaiser-Guttman criteria of each factor having an eigenvalue above 1. It also meets the criteria of having three or more significantly loading Q sorts.

Table 4: Unrotated Factor Matrix

Q sorts	Factors		
	1	2	3
1	0.6893	-0.3831	0.0919
2	0.3669	-0.3514	0.0671
3	0.6261	0.0595	-0.2910
4	0.4087	-0.3004	-0.1336
5	0.4792	0.3471	0.1730
6	0.5784	0.2101	-0.4843
7	0.3775	0.2495	0.1468
8	0.3940	0.5371	-0.2174
9	0.5208	0.4733	0.0148
10	0.3215	-0.5730	-0.0366
11	0.4067	-0.2580	-0.1915
12	0.5363	-0.2448	-0.1011
13	0.5190	-0.1290	0.1837
14	0.3217	-0.5139	0.0891
15	0.4182	-0.4160	0.1381
16	0.4203	-0.3315	-0.2569
17	0.3361	0.0336	0.1864
18	0.2898	-0.3907	0.0674
19	0.4712	-0.4336	0.0433
20	0.3150	0.0123	-0.1639
21	0.4599	-0.3252	-0.0719
22	0.7434	-0.1078	0.0432
23	0.4458	-0.5035	0.1325
24	0.3394	0.1599	0.2512
25	0.2731	0.5106	0.3908
26	0.5646	0.4762	-0.3575
27	0.3624	0.5613	0.3730
28	0.3383	0.5729	0.3529
29	0.6324	0.5631	-0.2163
30	0.5303	0.5343	-0.0886
Eigenvalues	6.4994	4.5937	1.3785
% expl.Var.	22	15	5

5.5. Factor Rotation

Within PQmethod programme there are two available options for factor rotation; varimax or manual rotation. Varimax is an algorithm which maximises the extent to which sorts correlate with only one factor. Manual rotation involves the researcher deciding on the positioning of factors. Manual rotation has the advantage of allowing the researcher to focus attention on particular Q sorts when it is known in advance that the participants who generated the Q sorts have a strong influence. For this study it was deemed more important to explore views of the group as a whole, rather than on the few dominant voices, therefore varimax rotation was used. This method also means that the researcher influence at this point of the analysis is reduced.

The rotation of the factors resulted in three factors which explained 41% of variance in the study. A combined variance of above 40% across factors is considered a sound solution (Watts & Stenner, 2005). There were four confounding Q sorts (who loaded onto more than one factor) and two Q sorts that did not load significantly onto any factor.   The following table (Table 5) shows the rotated factors. The X in the table indicates a 'defining sort'; a sort which is typical for only this factor and significant at the 0.01 level. As PQmethod did not calculate eigenvalues for the rotated factor matrix, this was done separately using the calculation:

Eigenvalue= Variance x (no of Q sorts in study /100) Brown (1980 p. 222)

Table 5: Rotated factor matrix.

Q sort	Factor 1	Factor 2	Factor 3
1	0.7539 X	0.1982	0.1505
2	0.5111 X	0.0354	0.0087
3	0.3494	0.1609	0.5764 X
4	0.4821 X	-0.0467	0.2012
5	0.0854	0.5507 X	0.2635
6	0.1878	0.0935	0.7544 X
7	0.0859	0.4274 X	0.1903
8	-0.1496	0.3567 X	0.5842 X
9	0.0054	0.5383 X	0.4536 X
10	0.6327 X	-0.1791	-0.0249
11	0.4440 X	-0.0622	0.2600
12	0.5305 X	0.0706	0.2671
13	0.4621 X	0.3131	0.0902
14	0.6020 X	-0.0636	-0.0956
15	0.6000 X	0.0722	-0.0422
16	0.5006 X	-0.1391	0.2874
17	0.2201	0.3122	0.0539
18	0.4881 X	-0.0255	-0.0482
19	0.6392 X	0.0271	0.0502
20	0.1870	0.0597	0.2962
21	0.5409 X	0.0061	0.1728
22	0.5839 X	0.3469	0.3239
23	0.6822 X	0.0338	-0.0575
24	0.1362	0.4268 X	0.0568
25	-0.1517	0.6798 X	0.0543
26	-0.0039	0.3178	0.7566 X
27	-0.1305	0.7418 X	0.1353
28	-0.1571	0.7228 X	0.1419
29	-0.0080	0.4933 X	0.7214 X
30	-0.0431	0.5092 X	0.5598 X
Eigenvalues	5.1	3.6	3.6
% Variance each factor explains	17	12	12

5.6. Factor Arrays

The next stage in the analysis process is to transform the factors into factor arrays, to enable interpretation. The Q sorts which load significantly onto a factor, or 'factor exemplars' are amalgamated into a Q sort that is typical or ideal for that factor. A

procedure of 'weighted averaging' is used to calculate the factor arrays. In this process, sorts with a higher loading are attributed more weight in the averaging procedure as they more closely exemplify the factor than an exemplar with a lower loading. The table below (Table 6) shows how each item was ranked within each factor array.

Table 6. Position of each item for each factor array

Item number	Item statement	FACTOR		
		1	2	3
1	time to explore personal values in relation to my work	-4	-3	0
2	developing my personal skills	0	1	0
3	help managing my workload	-3	-1	-3
4	having the session recorded formally	-3	-4	-3
5	feeling free to ask questions	2	1	4
6	having the agenda agreed before supervision session	0	-4	-3
7	discussing personal issues as they relate to work	-5	0	0
8	identifying my training needs/goals	1	0	-2
9	a supervisor who leads by example	4	-3	-4
10	a time for my frustrations to be heard	1	2	0
11	agreeing future action plans during the session	0	-2	1
12	developing clarity about my role	-3	-2	-5
13	constructive feedback	3	3	0
14	being given strategies to improve my work	0	4	-1
15	a structured session	-2	-3	-3
16	developing self awareness	-2	2	-1
17	developing self care strategies	-4	3	1
18	collaborative problem solving	-2	-2	4
19	being pointed in the right direction to find out more	1	-1	1
20	confidentiality	5	-3	-1
21	encouragement to be independent in decision making	2	0	1
22	increasing my confidence to deal with difficult situations	1	2	2
23	a supervisor who challenges me	1	-3	-4
24	having someone who makes decisions for me	-5	2	-5
25	hearing examples from my supervisors work	-1	-2	0
26	help to understand the role of other professionals	-1	-1	1
27	a set private location	-2	-5	-2
28	a knowledgeable supervisor	4	1	2
29	gaining perspectives in difficult times	-2	0	-2
30	observing my supervisor working	3	-1	-4
31	discussing the theoretical basis of my work	-3	-1	-2
32	self evaluation and monitoring	-1	0	0
33	a joint decision making process	1	-2	3
34	time to reflect on dealing with my emotions	-4	2	-1
35	being listened to and engaged with	3	-1	5
36	reviewing policies and organisational expectations	-1	1	-2
37	discussing procedures	-1	1	1
38	a supervisor who understands my role	2	0	2
39	being motivated	2	2	2
40	support when dealing with a crisis at work	3	5	2
41	joint reflections on problems	1	4	3
42	discussing working with other professionals	-1	0	3
43	considering better outcomes for children/families	2	4	4
44	increasing my competency to do my job	0	5	3

45	joint reflections on positive experiences	0	0	-1
46	time to critically reflect on my own work	0	3	1
47	help to integrate information and ideas	-1	3	1
48	developing effective team skills	3	1	-1
49	exchanging thoughts and ideas	2	1	5
50	consistency	5	-4	2
51	time to discuss ethical issues	-3	-1	-3
52	developing creative solutions to problems	0	3	3
53	a supervisor who is available	4	-2	-2
54	protected time	-2	-5	0

Further statistical output from PQMethod that was used to support interpretations can be found in Appendix (xii).

5.7. Responses to the Post Sort Supplementary Questions

Participants were asked to complete a short questionnaire following the Q sorting activity. The number of participants completing this section 'meaningfully' was low. The post sort questionnaire was used to collate information from the participants as to how they experienced the Q sorting task and to clarify positioning. The information gathered from the questionnaires is as follows:

Question 1. What specific statements did you find difficult to place and why?

The statements in the neutral pile as some I thought were important but not as important as the ones I agreed with and which needed to be followed.

Time to discuss ethical issues in my work, discussing the theoretical basis of my work. Confidentiality as I found the other statements which were more important to me so that kept getting pushed back.

Question 2. Describe why you would most agree with the statements you placed at the (+5) end of the continuum.

Because I value the use of these during supervision and think they are important to ensure a smooth supervision takes place. A supervisor who understands my role is important as without this there would be no two way conversations that are positive and worthwhile. If a supervisor doesn't understand my role they will be incompetent in supporting me through a supervision. Consistency because I feel if supervision isn't consistent then the support would not be, which is not what supervision is for.

I think it is important to have time to focus and not be distracted. If you are not listened to and engaged with you may as well not have a meeting.

My supervisor is important to good supervision and leads me through my role.

Question 3. Describe why you would most disagree with the statements you placed at the (-5) end of the continuum.

I don't think these will make a supervision run smoothly for me personally as they are not important, for example having an agenda. For me I feel sometimes it is better to go with the flow rather than stick to a list of subjects.

To me a structured session means no space for manoeuvre and things might not be spoken about because it does not fit into the structure.

Skills can be developed at other times. I need to be able to make decisions in my job and a supervision should support me in this.

I don't want someone to make <u>my</u> decisions. Decisions should not be made for me. I don't think supervision should be formally recorded, just notes and actions for all involved.

Question 4 Describe any other thoughts or ideas about supervision that emerged for you while sorting these statements.

Some of the statements made me think about supervision more and how they can be made more effective, to get the best out of them. They prompted me to look deeper into what I would like and value in a supervision session and also how others may agree or disagree.

It feels very much about me and my supervisor. I need their advice and support to develop.

I thought this would be useful in getting my team to do so I can fully understand what each individual values in supervision to help me become a better supervisor.

Question 5 Were there any other statements about supervision that could have been included?

No additional statements were suggested by any participant.

Question 6 Do you think that the way you finally arranged the cards allowed you to give your view? If no, please explain why.

The method was too restrictive, I agreed with far more of the statements than the grid allowed, this resulted in some statements I agreed with being placed to the left of the grid.

I think so.

Question 7- Are there any other statements that have stood out to you? This may be because it did not make sense to you or because you felt it should not belong in the card sort. Please state which card and why

Gaining perspectives in difficult times- perspectives on what? (the statement said perspective)

The question around ethical issues. To me this singled out ethical issues and not just issues on the whole.

6.0. Factor Interpretations

Stenner *et al* (2003) explained that factor interpretation 'takes the form of a careful and holistic inspection of the patterning of items in the factor arrays' (p. 2165). The aim of factor interpretation is to 'uncover, understand and fully explain the viewpoint captured by the factor and shared by the significantly loading participants' (Watts & Stenner, 2012, p181).

Within Q methodology, Abduction can be applied to factor interpretation and rotation, however only where a manual rotation technique is used can Abduction claim to play a role in factor rotation. In this study varimax rotation was used (which is purely statistical) and therefore abduction was not part of the rotation process Abduction always starts with the detection of a 'surprising' fact, which in the case of Q methodology can be seen as the arrangement of items within the factor array; why participants loaded onto one factor and not another. This provides the signs or clues from which the interpretation of the factor can build upon. Additional clues can be in the form of participant comments and contextual or demographic information about the participants and a knowledge of the topic. The factor interpretation should therefore provide a most likely explanation or hypothesis for the factor array.

This section will show the factor array for each factor and a description, in a narrative style, from the point of view of the early years professional expressing this viewpoint. The crib sheet method as used in this research, requires the researcher to make relative judgements about the value ascribed to aspects of supervision. In some cases, the item may be ranked at a negative position, but in relative terms it is ranked higher than it would be in the other factor arrays and so is interpreted to be valued higher. This ensures that the viewpoints expressed are viewed holistically and in relation to each other, rather than creating a simplistic focus on individual items.

I will also show the contextual information given by the participants who exemplified the factor. In order to maintain confidentiality, I have reported the contextual information relating to each factor but have not linked this information to each participant. The final qualitative factor interpretations will now be presented.

Figure 2. Factor 1 Array

6.1. Factor 1 Array

-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
discussing personal issues as they relate to work 7	time to explore personal values in relation to my work 1	help managing my workload 3	developing self awareness 16	discussing work procedures 37	developing my personal skills 2	identifying my training needs/goals 8	feeling free to ask questions 5	constructive feedback 13	a supervisor who leads by example 9	Confidentiality 20
having someone who makes decisions for me 24	developing self care strategies 17	developing clarity about my role 12	a set private location 27	hearing examples from my supervisors work 25	having the agenda agreed before supervision session 6	a time for my frustrations to be heard 10	encouragement to be independent in decision making 21	observing my supervisor working 30	a knowledgeable supervisor 28	consistency 50
	time to reflect on dealing with my emotions 34	time to discuss ethical issues 51	collaborative problem solving 18	help to understand the role of other professionals 26	agreeing future action plans during the session 11	being pointed in the right direction to find out more 19	being motivated 39	being listened to and engaged with 35	a supervisor who is available 53	
		having the session recorded formally 4	protected time 54	reviewing policies and organisational expectations 36	being given strategies to improve my work 14	increasing my confidence to deal with difficult situations 22	considering better outcomes for children/families 43	support when dealing with a crisis at work 40		
		Discussing the theoretical basis of my work 31	Gaining perspectives in difficult times 29	self evaluation and monitoring 32	increasing my competency to do my job 44	a supervisor who challenges me 23	a supervisor who understands my role 38	developing effective team skills 48		
			a structured session 15	discussing working with other professionals 42	joint reflections on positive experiences 45	a joint decision making process 33	exchanging thoughts and ideas 49			
				help to integrate information and ideas 47	time to critically reflect on my own work 46	joint reflections on problems 41				
					developing creative solutions to problems 52					

6.1.1. Factor 1 Summary Statement

'Hierarchical process with supervisor as practitioner model'

> *I am autonomous, independent and skilled in my work. Reflection on emotions and personal issues or values is not appreciated as part of supervision. Who the supervisor is and what they do/how they do it, is critical.*

6.1.2. Factor 1 Statistical Characteristics

Number of defining Q sorts   15

Factor 1 had an eigenvalue of 5.1 and explained 17% of the variance of the study.

6.1.3. Contextual information for participants significantly loading onto Factor 1.

In comparison to the other factors, Factor 1 had the largest number of participants loading onto it. Fifteen participants are significantly associated with this factor. The participants were all female and had an average age of 35.5 (range of 25-51 years). They had on average been in their current role for 6 years (range of 5 months to 15 years). The participants had on average worked in the early years sector for 8 years (range of 15 months-17 years) indicating, overall, a high level of experience. The loading participants came from a mixture of all the settings that took part, and a wide range of roles.

Only two participants were teachers and they taught in an academy and as supply teachers. The majority of participants loading into this factor were Teaching Assistants and all but one of the participating child minders loaded significantly onto this factor. Four of the participants received regular supervision; although supplementary information gathered indicated that this was 'once a year' or 'as necessary'. Those who did receive supervision named their line manager as supervisor. Only in the maintained school did the supervisor work within the foundation stage (i.e. foundation stage leader). All other supervisors were listed as management so it is unclear if they were also early years practitioners.

6.1.4. Factor 1 Viewpoint (from first person)

I have the necessary knowledge to do my job and do not need additional support during supervision to understand the theoretical underpinnings of my work (51 -3). Although I do not want to use supervision to build skills generally, team work is important to my job and supervision might be a good time in which I can develop my

team-working skills (48 +3). I am able to manage *my* own work load *myself* (3, -3) and have a good understanding of what my job is and how I should be doing it (12 - 3). I am able to work independently as an ethical practitioner (51 -3).

I do not see the value of reflecting upon personal issues during supervision or discussing how my emotions can impact upon my work (7 -5, 1 -4, 34 -4). I am able to take care of myself and do not need support during supervision to think about how I can look after myself better (17 -4). I also know myself well and do not need to use supervision to think about my personal values and how these may have a bearing on how I work (1 -4).

The supervisor plays a very important role in supervision and I need a supervisor who is experienced and knowledgeable (28 +4). The supervisor needs to be easy to access so that I can see how they work; they can lead by example and model how I am expected to work (9 +4). The supervisor needs to be available to me when I need them and be able to offer support in times of difficulty (53 +4, 40 +3). I would like a supervisor who is skilled in supervision skills; I want to feel that I am being listened to and engaged with (35 +3) and receive constructive feedback (13 +3).

Autonomy and independence are very important to me and I do not want my decisions to be taken out of my hands (24 -5). I need to feel secure within a supervision session and I highly value reliability and discretion; ensuring the supervision session is confidential (20 +5) and has consistency (50 +5) enables feelings of security. Having the session recorded formally (4 -3) might make me feel uncomfortable and vulnerable as I highly value my privacy.

6.1.5. Taking Interpretation Back to Participants
I discussed my interpretations of this factor with a participant who loaded highly onto it. When presented with descriptions of the three factor interpretations she was able to correctly suggest which factor her Q sort loaded onto. The participant agreed with the majority of the interpretation. She felt that being listened to and engaged with was important as it made it more of a two way process rather than a lecture on what should be done next or was not being done satisfactorily now. She recognised that there were skills she would like to improve, but generally she was happy with her level of skills and felt that supervision should be separate from training and skill development.

Although she did say that she was receiving supervision from her line manager, this was done as part of performance management that happens annually. The supervisor was available to be contacted if she was experiencing a problem at work, but she often found other means of dealing with the situation as her supervisor was very busy and she did not want her supervisor to think she was incapable of doing her job. She felt that in her experience of supervision so far, she would value more opportunity for it to be a collaborative process and to have some input into how sessions were run and who with. She highlighted the number of changes to policy and practice that had happened over recent years and how this made her feel insecure in her role as in her experience, changes generally brought more work. She really did not like the idea of having decisions made for her and highlighted that decision making was part of her role and this is something that should be supported or guided, not taken out of her hands.

Figure 3. Factor 2 Array

6.2. Factor 2 Array

-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
a set private location 27	having the agenda agreed before supervision session 6	a supervisor who leads by example 9	hearing examples from my supervisors work 25	time to discuss ethical issues 51	discussing personal issues as they relate to work 7	reviewing policies and organisational expectations 36	developing self awareness 16	constructive feedback 13	being given strategies to improve my work 14	support when dealing with a crisis at work 40
protected time 54	having the session recorded formally 4	time to explore personal values in relation to my work 1	a supervisor who is available 53	being pointed in the right direction to find out more 19	identifying my training needs/goals 8	developing my personal skills 2	a time for my frustrations to be heard 10	developing creative solutions to problems 52	joint reflections on problems 41	increasing my competency to do my job 44
	consistency 50	Confidentiality 20	agreeing future action plans during the session 11	being listened to and engaged with 35	gaining perspectives in difficult times 29	a knowledgeable supervisor 28	having someone who makes decisions for me 24	developing self care strategies 17	considering better outcomes for children/families 43	
		a supervisor who challenges me 23	developing clarity about my role 12	help managing my workload 3	self evaluation and monitoring 32	feeling free to ask questions 5	increasing my confidence to deal with difficult situations 22	time to critically reflect on my own work 46		
		a structured session 15	collaborative problem solving 18	help to understand the role of other professionals 26	encouragement to be independent in decision making 21	discussing procedures 37	time to reflect on dealing with my emotions 34	help to integrate information and ideas 47		
			a joint decision making process 33	observing my supervisor working 30	a supervisor who understands my role 38	developing effective team skills 48	being motivated 39			
				Discussing the theoretical basis of my work 31	discussing working with other professionals 42	exchanging thoughts and ideas 49				
					joint reflections on positive experiences 45					

6.2.1. Factor 2 Summary Statement
'Competency and confidence building'

> *Supervision is a time to build practical skills, increase my confidence & solve problems.*

6.2.2. Factor 2 Statistical Characteristics
Number of defining Q sorts   6

Factor 2 had an eigenvalue of 3.6 and explained 12% of variance in the study.

6.2.3. Contextual information for participants significantly loading onto Factor 2.
Factor 2 was the second largest factor, with 6 participants loading significantly onto it. The average age of the participants loading significantly onto Factor 2 was 24.6 years old with an age range of 19-34 years. All participants in this group were female. The participants held mixed qualification levels and there were three teachers (PGCE qualified) and three nursery assistants (Level 1 & Level 3). The participants had a relatively low level of experience, both in their current role (average of 1 year, range of 3 months to 3 years) and also within the Early years sector (average of 1.7 years, with a range of 4 months to 3 years). Only one participant in this group reported receiving supervision in their current role.

6.2.4. Factor 2 Viewpoint (from first person)
Supervision should be 'client' orientated and outcome led; increasing outcomes for children and families is central to my work (43 +4) and increasing my competency (44 +5) and skills is very important to enable me to achieve this. I feel that receiving help to integrate information and ideas and to develop creative solutions (47 +3, 52 +3) would be a beneficial part of a supervision session. I find it helpful to be given direct information (14 +4) rather than being encouraged to find out more for myself (19-1).

I do not feel that I need a prescribed, documented and consistent arrangement for supervision (50 -4, 11 -2) as I would rather keep it quite flexible. The agenda does not need to be agreed before the session (6 -4) as I would prefer it to be responsive to needs that may become apparent during the session. I could feel quite self-conscious and insecure if the session is being recorded formally (4 -4), especially if I am discussing my feelings about work competency. Practicalities such as having a set, private location (27 -5), protected time (54 -5), a structured session (15 -3) or confidentiality (20 -3) make supervision seem too formal and daunting.

The supervisor should hold responsibility for decision making (24 +2) rather than it be a joint decision or collaborative process (33 -2 18 -2). I do not want to feel challenged during supervision (23 -3) but I would appreciate constructive feedback from my supervisor (13 +3) and someone to hear my frustrations (10 +2). I would welcome support during a particularly difficult time at work (40 +5), but do not need the supervisor to be physically present and available to me at work (9 -3, 53 -2).

I would find reflecting on a problem with other people a good use of supervision time (41 +4). I would also value having the time and space to reflect upon my own work (46 +3) and on how I deal with my emotions (34 +2). The work is sometimes difficult at an emotional level and supervision could be a useful time to help me to learn how to look after myself emotionally at work (17 +3).   However, I do not feel that supervision would be an appropriate time to think about my personal values and how they impact upon my work (1 -3).

6.2.5. Taking the Interpretations Back to the Participants

The participant who loaded highest onto this factor was not available to discuss my interpretations and so as an alternative I interviewed the second highest loading participant. This participant reported that she identified with the factor description provided and recognised many of the issues, particularly that of not feeling confident at a practical level. This participant said that this was her first full time post since qualifying as a teacher and felt quite unprepared for the demands of the job. She was completing her NQT year induction and felt that her primary teaching PGCE did not cover enough of working in the foundation stage. She said that she felt she knew the curriculum, but did not always know how to plan for all ability levels, especially for pupils with Special Educational Need who did not have individual support. She said that reflective practice was part of her training and that she felt she did not have the time to reflect as much as she would like as she worked long hours and had constant demands placed upon her. The demands from parents seemed to be particularly difficult for her and she said that she found the unresponsive and uninterested parents even harder to deal with. She highlighted the low levels of language ability that the children came into school with and felt that she was having to 'mother' a lot of the children instead of helping them to learn.

Figure 4. Factor 3 Array

6.3. Factor 3 Array

-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
Developing clarity about my role 12	A supervisor who leads by example 9	Help managing my workload 3	Identifying my training needs/goals 8	Agreeing future action plans during the session 11	Discussing personal issues as they relate to work 7	Being pointed in the right direction to find out more 19	Increasing my confidence to deal with difficult situations 22	A joint decision making process 33	Collaborative problem solving 18	Being listened to and engaged with 35
Having someone make decisions for me 24	A supervisor who challenges me 23	Having the session recorded formally 4	Discussing the theoretical basis of my work 31	Being given strategies to improve my work 14	Time to explore personal values in relation to my work 1	Encouragement to be independent in decision making 21	A knowledgeable supervisor 28	Joint reflections on problems 41	Considering better outcomes for children/families 43	Exchanging thoughts and ideas 49
	Observing my supervisor working 30	A structured session 15	Gaining perspective in difficult times 29	Developing self awareness 16	A time for my frustrations to be heard 10	Help to understand the role of other professionals 26	A supervisor who understands my role 38	Discussing working with other professions 42	Feeling free to ask questions 5	
		Having the agenda agreed before the session 6	Reviewing policies and organisational expectations 36	Joint reflections on positive experiences 45	Self evaluation and monitoring 32	Time to critically reflect on my own work 46	Consistency 50	Developing creative solutions to problems 52		
		Time to discuss ethical issues 51	A set private location 27	Confidentiality 20	Hearing examples from my supervisor's work 25	Discussing work procedures 37	Support when dealing with a crisis at work 40	Increasing my competency to do my job 44		
			A supervisor who is available 53	Time to reflect on dealing with my emotions 34	Developing my personal skills 2	Help to integrate information and ideas 47	Being motivated 39			
				Developing effective team skills 48	Protected time 54	Developing self care strategies 17				
					Constructive feedback 13					

6.3.1. Factor 3 Summary Statement
Collaborative supervision

> *Supervision needs to be collaborative; respectful of my experience and capabilities. I know my job and do not want decisions to be made for me.*

6.3.2. Factor 3 Statistical Characteristics
Number of defining Q sorts   3

Factor 3 had an eigenvalue of 3.6 and accounted for 12% of the variance of the study.

6.3.3. Contextual information for participants significantly loading onto Factor 3
Factor 3 was the smallest factor in terms of numbers of participants loading significantly loading onto it. The three participants who loaded significantly on to Factor 3 were all female and had an average age of 50 with an age range of 43-59 years. This group was made up of two teachers (from an independent school and a private nursery) and a child minder. They know their role well as they had been in their current position for an average of 17.6 years, with a range of 17-19 years. They are also highly practised in the early years as they had an average of 22 years of experience working within the sector, and a range of 17.5 to 27 years. Not one of the three participants reported receiving supervision. These participants were also highly qualified; one had a Master's degree, one had a Bachelor of Arts degree and one was qualified to Level 5.

6.3.4. Factor 3 Viewpoint (from the first person)
I value my autonomy and independence and do not want someone to make decisions for me (24 -5) or to organise my work and time (3 -3). I want my voice to be heard and included when decisions that affect my work are being made (33 +3). It is important that I feel respected and esteemed by my supervisor; I want to feel that I am being listened to and engaged with (35 +5). The supervisory relationship is important to me and I want to feel able to ask questions (5 +4) but I do not want to feel challenged during a supervision session (23 -4).

I would prefer an approach to supervision that is non-hierarchical and although it is not necessary for my supervisor to work directly with me (9 -4, 30 -4), they should have an understanding of my role (38 +2). I appreciate collaborative approaches and feel confident that I can make a valued contribution to discussions in

supervision (42 +3, 49 +5). Solving problems with someone else and reflecting on problems would be a valuable part of supervision (41 +3, 18 +4).

I know my own role very well (12 -5) and I do not want to use supervision as a time to discuss ethical issues (51 -3) or to review policies and procedures (36 -2). Although I do know how to do my job, I would value developing new and resourceful solutions to problems (52 +3). Finding ways to develop my competency (44 +3) and think about improving outcomes for children and families (43 +4) should be an integral part of a supervision session.

Having a set structure or planned agenda is not very important to me (15 -3, 6 -3) as I prefer some flexibility in order for the supervision to fit my needs at the time. I do not see the need to have a way of recording the supervision session formally (4 -3).

6.3.5. Taking the Interpretations Back to the Participants

The participant who loaded highest on to this factor was available to discuss my interpretations and she identified with the factor description. She agreed that she felt that supervision wasn't really something that she had a good understanding of and did not feel that it was important to her job. She felt that she has been doing the same job for many years and although it keeps changing slightly in terms of assessments and curriculums, 'children are still children' and she feels she knows how they learn and has good relationships with parents. She felt that supervision was another way of 'being checked up on' and felt devalued and mistrusted as a professional. She said that the Q sort made her think more about how she would approach being a supervisor as this was a potential step in the next few months and she was quite uncomfortable with this idea at this time, especially as she had not had supervision herself. She felt that what she wanted from supervision was more of a collaborative endeavour than a hierarchical process and strongly felt the need to be involved in decisions as to how supervision sessions were run. She felt that supervision was something that had to be done and so it was better to make it as smoothly run as possible by ensuring the administrative tasks were planned for and she knew the details as to what was expected to happen in the session.

6.4. Factor Comparisons

Comparisons can be made between factors in order to bring the analysis together coherently. PQMethod program includes a pairwise comparison of factors. The following section will briefly summarise the main differences between the factors.

Factors 1 and 2

There was a low correlation of 0.01 between factors 1 and 2. This suggests that Factor 1 and Factor 2 are quite different. Most of the items that Factor 1 rated higher than Factor 2 were related to the administrative or practical aspects of supervision. The items that Factor 2 rates higher are related to skill and competency building and reflection.

Factors 1 and 3

There was a correlation of 0.30 between factors 1 and 3. The items that Factor 1 participants rated higher in comparison to Factor 3 were those that can be seen as relating to the structure of the supervision and the supervisory relationship. The items rated higher by Factor 3 are concerned with supervisee collaboration and discussing personal issues or values.

Factors 2 and 3

There was a correlation of 0.37 between Factors 2 and 3. Although this correlation is higher than that of other factor pairings, it is still relatively low. Items rated higher by Factor 2 are generally related to being supported and helped in times of difficulty. The higher rated items also suggest participants within Factor 2 are more open to reflection and building their skills. The items rated higher by Factor 3 are related to a collaborative process and ensuring the procedural aspects of supervision are followed.

In the following section I will discuss the findings of this piece of research in relation to the literature. I will then go on to discuss potential implications of this study. An evaluation of the research will be considered in light of the quality criteria suggested by Yardley (2008).

7.0. Discussion

The aim of this research was to answer the question 'what do early years staff value in professional supervision?' It was important to hear both majority and minority voices and to have enough participants for multiple views to emerge. Through the use of Q method, three factors expressing differing viewpoints around supervision were elicited. These views were:

> Factor 1- *I am autonomous, independent and skilled in my work. Reflection on emotions and personal issues or values is not appreciated as part of supervision. Who the supervisor is and what they do/how they do it, is critical.*

> Factor 2- Supervision is a time to build skills, increase my confidence & solve problems.

> Factor 3 - *Supervision needs to be collaborative; respectful of my experience and capabilities. I know my job and do not want decisions to be made for me.*

In this section I will discuss the findings of this research relative to the information discussed within the literature review section. I will organise this discussion by first looking at consensus statements, then comparing the factors by exploring the links found in terms of developmental models of supervision. I will then go on to discuss each of the three factors in turn, in relation to the literature, before looking at the potential practical implications of this study.

7.1. Consensus Items

Exploration of items which did not distinguish between any pair of factors (consensus statements) can highlight the generally agreed positioning of some items. This gives an overall impression of all of the Q sorts, taken as a whole. There was a general consensus across all factors in valuing increasing confidence to deal with difficult situations, being pointed in the right direction to find out more, encouragement to be independent in decision making, developing personal skills, a supervisor who understands the role, being motivated, having frustrations heard, feeling free to ask questions and increasing outcomes for children and families. There was also some consensus in what items were placed in a more negative position within the Q sort which could indicate aspects that were generally not wanted. There was an agreement that discussing theoretical and ethical issues was not valued. Some administrative functions of supervision such as agreeing plans,

having a structured session, recording the session formally and help to manage workloads, were also generally not very highly valued. It was mostly not believed to be important to hear examples from the supervisor's own work, to discuss positive experiences or to receive help to gain perspective in times of difficulty.

Many of the consensus statements which were rated highly, particularly within factors 1 and 3, relate to a more 'Rogerian' approach to supervision. Items such as 'being listened to and engaged with', feeling free to ask questions', 'constructive feedback', 'being motivated' and 'encouragement to be independent in decision making' can be closely linked to Rogers' concept of Person Centred Psychology. The majority of child-minders loaded onto Factor 1. Child minders have been reported to be are more susceptible to the view that early years is just babysitting (Caruso & Fawcett 1999). This may indicate a need for some of these carers to improve self-image so they can begin to see themselves more as professionals. A person-centred method of supervision is based on the principle that the supervisee will move toward self-actualization and personal development in the context of a warm and genuine relationship, characterized by empathy and respect for the individual (Bernard & Goodyear, 2009).

7.2. Factor Comparisons

The participants seemed generally to fit into a factor with other participants of a similar age and level of experience. Participants in Factor 2 were the youngest and most inexperienced, those in Factor 3 were the more mature and practiced, both in their role and in time spent working within the early years sector. Participants in Factor 1 generally fell within a more mixed group in terms of age, experience and qualifications, but more mid-range in comparison to the extremities grouped in the other factors. This can be viewed in light of developmental theories of supervision and learning.

The findings in this study imply a different view towards supervision between those early years workers with a lot of experience and those who are at an early stage in their careers. The Q sorts which loaded onto Factor 3 were given by two teachers and one child-minder, with on average 22 years of experience working within early years and had an age range of 29-43. The average number of years working within early years was higher than that of other factors and the average of participants in the study in general, although it must be noted that this was a very small group of participants from which to draw averages. The viewpoints encapsulated by Factor 3

came from practitioners who know their role and the early years sector well. The participants expressed a tendency towards looking beyond the procedural aspect of supervision and focusing upon outcomes for children and families and working jointly to make decisions. Comparatively, participants who loaded into Factor 2 valued more direct instruction and skill development.

This has connections to the three orientations to supervision described by Glickman, Gordon & Ross-Gordon (1998) as mentioned in the literature review. They suggested that the approach taken to supervision should be linked to the development and expertise of the supervisee and be either non-directive, collaborative or directive. A non-directive supervisor orientation was recommended as most effective with expert practitioners. The non-directive supervisor's role is more of a facilitator, helping the supervisee to consider their actions through communication skills such as listening and asking clarifying questions. Joint reflections were rated highly within Factor 3, which can be a part of some forms of group supervision. The concepts in 'Reflecting Teams' (Andersen 1987) seem to resonate with non-directive methods of supervision and therefore has the potential for use with more experienced professionals.

The viewpoints expressed by participants who loaded into Factor 2 can be compared to Glickman *et al's* (1998) previously discussed concepts of directive supervision. 'Directive information' supervision, where the supervisee wants to solve the problem but does not have the knowledge or skills to do so independently links very closely to the views identified within Factor 2. In this approach, techniques are modelled and there is ongoing feedback. This may open itself to coaching within supervision sessions and possibly a more solution focused approach.

According to Glickman *et al* (1998), 'collaborative' supervision is recommended for people at a 'moderate' level of professional development. This level corresponds with the qualifications and experience of participants in Factor 1. Factor 1 participants also expressed views suggesting they valued collaboration and joint decision making. This can be seen to suggest that Factor 1 participants may benefit from a 'solution circle' approach, which is both collaborative and can generate shared strategies for practice.

Participants in Factor 3 expressed views in line with Hawkins & Shohet's 'process in context centred' (mature) stage. This stage is typified by an increased self-awareness and an ability to teach and supervise others. Increased self-awareness corresponds to being more comfortable with reflection. Hawkins and Shohet (2006)

suggest that supervisees at this stage benefit from less frequent supervision and may be able to supervise and train others. For their own supervision, group, peer and cross professional supervision may be more appropriate. At this level, it seems that the building of practice based skills is not as relevant and therefore a supervisor from a different profession, who can focus on reflection systemically may be appropriate. Additionally, supervision is required on a less frequent basis at this stage of professional development.

I will now discuss each factor in turn and relate the findings back to the literature.

7.3. Factor 1

The views given by participants in Factor 1 seem to correspond mainly to a combination of the second and third stages of professional development (adolescent and adult). The user centred (second, adolescent) stage is typified by fluctuations between autonomy and dependence, feeling over-confident and overwhelmed. The process centred (third, adult) stage is characterised by increased professional confidence, viewing wider contexts and reflecting on learning and skills. Interestingly, the participants in Factor 1 did not seem to value reflection on personal issues or on emotions as much as reflection on their own work.

Appreciating collaborative and challenging supervision can be linked to a Rogerian (person centred) style of supervision. Such an approach would not have a supervisor in the role of expert, but that of a facilitator. This therefore suggests that it may not be essential for the supervisors to be from an 'early years' background specifically, although clearly supervision training would be necessary. Collaborative supervision could also indicate a preference for group supervision, perhaps following a reflective team or a solution circle structure. These participants valued knowing the agenda ahead of the session. If there was not one set form of supervision being used, it would therefore be important that the model was previously agreed. Alternatively, opportunities for peer supervision may also be of benefit to this group of practitioners.

A supervisor who understands the role of the supervisee was seen as important, although help to understand the role of other professionals was mainly placed at a low value. This could imply that they feel they understand other professionals, or that they do not feel that they need to. This also suggests that the supervisees may value more than 'role specific' supervision; it is support, encouragement and

motivation that are appreciated. Each organisation has its own culture (Schein, 1985) which may be strong or weak or supportive or non-supportive of staff; a critical role for supervisors is to understand the culture of the organisation and work with staff to build and maintain a positive ethos.

The participant who loaded onto Factor 1 seemed to indicate that they held a hierarchical view of supervision, where the supervisor was in a senior position to them, within the same organisation. This contrasts somewhat to placing value on a collaborative/Rogerian style approach to supervision. This may suggest some confusion between what supervision can be and what they currently receive or how they think supervision should be from their narrow experience. Factor 1 participants valued a supervisor who was available and who could lead by example, or model what was expected of the supervisee. They did not want to use a supervision session to learn skills directly and so it could be that they valued more 'on the job' methods of training. Having a supervisor with whom they work with directly could make it a more organic learning experience and less bureaucratic and intimidating. Although this may be their current experience or understanding of supervision, it is not the only possibility. It could be that given more experience of supervision and a wider knowledge of approaches, that views and preferences may change.

The ability of the supervisor to offer a range of effective supervisory skills may be challenged by a lack of understanding of the term 'supervision' and potential approaches, methods and models of supervision. Within the literature, there is a lack of research into the supervisor as a role model and this may be something that corresponds well to the current situation of many early years supervision plans. Further research within this area, particularly within the specific context of early years settings may be useful.

The Q sorts used to create Factor 1 do not seem suggestive of an understanding of supervision as a time to discuss personal issues that relate to work. Personal issues have an impact on work, especially in care contexts (Elfer, 2012) and so this may be an area that needs to be highlighted to practitioners and reassure them that this is acceptable and understandable. If staff do not have the opportunity set aside for discussion of such issues, this is likely to impede their working and eventually impact upon the quality of the setting.

'Time to explore personal values in relation to my work' was placed low in all factors and developing personal skills was also seen as being of low value. This could suggest a lack of understanding of different aspects of supervision. It could also

indicate that this level of reflection is not comfortable or part of their working practices. The nature of working with young children in many cases can cause people to think about their own lives and reflect on their own early years and development. For some this may be pleasurable and help them to understand themselves, for others this may be more difficult. Reflectivity is not always easy or without risk. By becoming open to reflectivity, one becomes open to thoughts and memories that are perhaps uncomfortable or difficult to acknowledge or accept. The participants in this factor seemed to hold the view that the supervisor should be someone above them directly in the management line. This may also impact upon how willing they might be to reflect on personal issues with someone directly responsible for their employment and career progression.

In relation to Burch's four stages of learning (1970), people who did not seem to value the role of reflection could either be so used to being reflective that it is ingrained in their professional practice and thus they do not notice that they have mastered it and use it routinely, that is 'unconscious competence'. Conversely, it could be that these participants do not value the role of reflection as they are at the 'unconscious incompetence' stage; they do not know that they are not using reflective practice and because it is not embedded into their professional practice they do not realise the importance. Becoming immersed in a learning environment and working with other professionals can change attitudes and perceptions towards learning and teaching (Caruso & Fawcett, 1999). Reflective supervision can be a way to understand one's self better which will help to mediate against putting oneself in stressful situations, or know when stress is starting to develop.

Participants who loaded significantly into Factor 1 did not see supervision as a time to develop their skills. They did not rate highly items such as 'help to integrate information and ideas', 'developing personal skills', 'discussing the theoretical basis of my work' or 'increasing my competence to do my job'. Within the EYFS guidance it is clearly stated that Supervision should include coaching to 'improve personal skills and foster continuous improvement' (EYFS 2012 p. 17) The reason why the staff may not value this aspect of supervision could be because they do not see it as a function of supervision and receive continuous professional development elsewhere. It could also be indicative of a view that they feel that they actually know what they are doing and do not feel that they need any further training. Although participants who loaded heavily onto this factor seemed to value autonomy and independence, again, there could also be an aspect of unconscious incompetence (Burch, cited in Howell, 1982). Rogers (1957) suggests that significant learning can

only occur within an environment of unconditional positive regard. If the participants do not value supervision as a positive experience or have respect for the supervisor, it is unlikely that substantial learning will take place.

It was suggested by the participants in Factor 1 that they needed to know before the session what the agenda would be, although this item was rated as 0, Factor 1 participants rated it higher than the participants of any other factor. They also valued a consistent and confidential supervision session. This may provide a certain degree of predictability and reassurance about what will occur within the session and support the creation of a safe space within which the supervision can be conducted. For workers who are new to supervision and do not generally understand what it is or how it can be used, this structure and planning may provide a scaffold of safety within which supervision can be developed. Without a clear understanding of the purpose of supervision there is understandably a lack of confidence in the process, which is being mediated to some extent by focusing upon the more tangible aspects that can be easily documented. The creation of plans for the future may help the session to seem more concrete and worthwhile for some people. It could be that this is the feature of supervision that they are most familiar with in terms of their personal experience of supervision.

7.4. Factor 2

The views given by participants in Factor 2 seem to resemble the descriptions given within Hawkins and Shohet's (2006) first stage of professional development, which they labelled 'Self centred' or the childhood stage. Although I think the label of this stage may be termed more positively, the suggestions of benefiting from a more structured, 'information giving' approach with encouragement and constructive feedback, certainly seems to sit well with what the participants in Factor 2 were suggesting they valued. This stage is characterised by anxiety over being evaluated, difficulty making professional decisions and being overly focused on the content and detail of the task. Anxiety over being evaluated within supervision may explain why Factor 2 participants do not value having the session formally recorded. There may be some uncertainty regarding the detail that needs to go into supervision records and they could feel anxious that it is form of appraisal.

Decision making, particularly in times of difficulty and stress may be too daunting for less experienced practitioners; participant who loaded on to Factor 2 valued having decisions taken out of their hands. Hawkins & Shohet (2006) stated that practitioners within their first year of working experience feelings of doubt and

insecurity and may benefit from more direct support and coaching.   The participants in Factor 2 indicated that they valued the skill and competency building functions of supervision. It seems rational to assume that people early on their careers may feel somewhat insecure in their abilities and want to develop their capabilities further. An interesting part of what Factor 2 participants valued was not learning about their own role, but potentially about that of others. It may be important to note the increasing numbers of 'outside' professionals with whom early years practitioners may come into contact with over recent years. 'Inclusive practice' and 'early intervention' encourage more young children with additional medical, learning or social difficulties to attend early years settings. As such, a wide range of professionals may visit the setting and be involved with the child and family. This may be somewhat confusing to those new to the profession and may have given rise to the expression of interest in learning about the roles of other professionals communicated by participants in Factor 2.

Participants in Factor 2 seemed generally to be open to the idea of reflection and developing self-care and self-awareness skills. It may be that this group of practitioners have used reflective practice as part of their training course and are therefore more attentive to its use. However it may also be likely that these practitioners, who are new to the sector and role, are finding the work difficult and more emotionally taxing than expected. This could trigger a higher level of reflection as they are trying to find ways to deal with their work situations. This is particularly difficult for those new to their job who may not want to ask for help for fear of looking incompetent and potentially risking their continued employment. For the more experienced participants this may not have been an issue as they are more used to the demands of their role and have found ways to manage.

Attaching a low value to hearing examples from the supervisor's own work raises questions as to the supervisor's perceived or actual role. The majority of participants in this study did not receive supervision at the time of the research and so may not have a firm idea about who their supervisor would or could be. The literature suggests that in educational settings, the line manager is the person most likely to be the supervisor. Depending upon the setting, the line manager could be office based, a head teacher or from another service area. This could suggest that the supervisee may not see the supervisor's current work as relevant. Conversely, it could also indicate that the supervisee does not feel that it is important that the supervisor has a current role that is closely linked to work in the early years. There is evidence within the literature of successful inter-professional supervision

arrangements (Callicott & Leadbetter, 2013). Hawkins & Shohet (2006) report potential benefits of this form of supervision include a 'fresh' perspective from the supervisor who is not immersed in the supervisee's working environment and so may be better able to see a clearly the 'bigger picture'. Separating supervision from line management also has reported advantages. Townend (2005) however suggests that too much of a contrast between the professions of the supervisor and supervisee may create barriers to communication and ability to empathise. Callicott & Leadbetter (2013) also claim that when different professional groups engage in the supervision process different expectations can create tensions which impact upon the successfulness of relationships.

7.5. Factor 3

Collaboration seemed to be valued within the majority of viewpoints elicited in this study, but it was particularly prominent within Factor 3. It is useful to consider why this may be raised as an issue for this group of professionals. Staff within foundation stages in schools are frequently separated from the rest of the school both physically and in terms of having different break times due to different timetable requirements. This may create a sense of dislocation and feelings of not belonging in relation to the rest of the school. A child-minder spends a lot of time each day completely immersed in their work with young children. They are often isolated from other adults throughout the working day. In children's centres and private nurseries there are higher numbers of staff, however, the focus during working hours is on the children. There is also a problem due to child supervision ratio requirements resulting in staff generally taking breaks individually to maintain staff ratios in each room. This can leave staff isolated both professionally and personally without the opportunity to have conversations in the staffroom that are common for other teachers.

Supporting collaborative working in different ways such as mentoring, group projects and social activities can provide opportunities for fulfilling interactions and relationships. This can also contribute towards fulfilling the basic need for a sense of belonging (Maslow, 1970). Caruso & Fawcett (1999) suggested that when people socialise informally, provide each other with support and receive advice, this resulted in higher levels of job satisfaction and lower rates of worker 'burnout'. It is however, possible that staff see this as a function of staff meetings or other arenas, not as part of supervision. As collaboration is something that seems to be generally

valued, it may indicate that supervision could be a part of a more collaborative service to early years settings. This could signify collaboration at a systemic level in consulting early years professionals further in how training or supervision programmes are established. Collaboration could also become part of the process of sessions such as groups tasks, sharing etc.

Participants loading on to Factor 3 seemed to be more disinterested in the pragmatic aspects of supervision such as having a set, private location. The participants in Factor 3 were more mature and experienced in their role. This could be indicative of these professionals having a higher level of personal confidence and perhaps less concern regarding the process of supervision. Life stage theories (such as Erikson, 1980) suggest that as people age, they tend to become more confident. Self-confident people tend to trust their own skills and abilities and have a sense of control over their own life, which seems to be representative of the views expressed by participants in Factor 3.

The participants in Factor 3 fall within the age group that Eriskon (1980) described as 'middle adulthood'. In this phase Erikson discusses the person's ability to look out for oneself and care for others. Whilst it is not claimed that younger people are not able to be reflective, it could be that this age group are more open to reflection. Erikson (1980) suggests that adults in middle age need children as much as children need adults; they need to take care of children and help the next generation. This may be indicative of their increased motivation to stay in their role and willingness to follow procedures and requirements (such as supervision) in order to continue in their work.

It could be that the professionals in Factor 3 have experienced a lot of changes to their working arrangements over the course of their career and so do not feel quite so intimidated or apprehensive about the introduction of yet another new requirement. It could be that they have seen many new initiatives come and go and so do not see a problem with trying something new. It also seems that they appreciate a more flexible approach and do not want to be tied down to a set structure. Not needing to have the content of the session agreed before-hand is also suggestive of a certain amount of confidence in their own ability to be able to cope with any issues which may arise within supervision. Interestingly, this group of participants did not seem to be concerned about keeping a formal record of supervision sessions, although they did rate this item higher than any other factor. This could also be seen as a retaliation against the increasing demand for paper

work seen within the sector or understanding the distinction between supervision and the more administrative appraisal meetings. Similarly, this group did view the idea of 'protected time' as valuable. This could suggest that they are aware of the potential for outside constraints to impact upon 'additional' activities such as Continuous Professional Development. Together with ideas of using supervision to come to joint decisions, discuss ideas and be listened to and as a reflective space, this indicates that it will need to be in some way protected from outside distractions and interferences. This gives the impression of a need for a safe, contained space, both physically and emotionally.

There is an acknowledgement within Factor 3 that difficult situations are experienced and they would like to feel more confident to deal with them themselves. It is interesting to consider that they felt they needed more confidence rather than direct support to deal with the problem. This gives the Impression that they have a high level of self-efficacy, feel that they are able to deal with situations; they have the skills and knowledge to do so, but just need some support to feel confident in their actions. This links to the literature in relation to constantly changing contexts, new statutory guidance and overhaul of the entire early years sector in recent years. The safeguarding agenda may have also created some uncertainty in working practices and increased feelings of accountability.

Participants who loaded into Factor 3 really did not want decisions to be made for them which suggests a sense of autonomy and self-efficacy, but also hints at perhaps not currently being involved in decision making processes. The alterations to the structure of the care and education of children under the age of five has changed dramatically over recent years, particularly with the development of the Early Years Foundation Stage Guidance in 2008. Decision making within a wider range of settings became based on legislated guidelines, thus removing many aspects of flexibility and choice in the day to day running of settings. The lack of involvement in decision making may also be felt within the setting. For example, the teachers within settings may have little involvement in the recruitment of the assistant that they will be in charge of on a daily basis. Whilst this may be true for many educational establishments, it can become an issue in early years settings where the numbers of staff are smaller and roles less clearly defined.

In a sector which is becoming increasingly regulated and dominated by outcomes and accountability, it seems reasonable to feel the need to evidence the fulfilment of statutory requirements such as supervision. The extent to which the session is

'proven' to have occurred may be open to question. Interestingly, there was not an indication that the structure of the session was a relevant concern. This is suggestive of either uncertainty about potential structures and modalities of supervision or a preference for the sessions to be more individualised and responsive to personal preferences or contextual needs.

Consistency and dependability also seemed to be important, which may be linked to confidence in, or lack of understanding of, supervision as a useful, productive activity. The creation of plans for the future and having discussion about work procedures may help the session to seem more concrete and worthwhile for some people. It could be that these are the features of supervision that they are most familiar with in terms of their personal experience of supervision. The supplementary questions elicited information which suggested that there appears to be a close link and slight confusion between supervision and appraisal/performance management meetings. The procedural and administrative functions of supervision are therefore more highly valued as they form a greater part of these other meetings. Some participants indicated that supervision takes place at the same time as their annual appraisal and so this may account for the blurring of boundaries between the two quite distinct processes.

8. Practical Implications of Findings

As discussed within the literature review, during orientation specific supervision, the processes and theory and paradigms that are used within practice are also used by the supervisor within supervision. This can be seen as allowing the supervisor to model the skills and approaches that can be used and allow the supervisee to understand and empathise with their client at a deeper level. In the context of early years, it seems appropriate then to take a developmental approach with an emphasis on relationship building, caring and having positive and respectful interactions. The overarching principles of the EYFS may be adapted and applied to create principles of supervision for early years practitioners that encapsulate the findings from this piece of research:

- **Unique child/practitioner**. Each practitioner will have their own view on supervision and what they want to gain from each session. They need to have a voice in the approaches taken and have the right to an individualistic supervision session.
- **Positive relationships**. Attachment principles may also be applied to adult relationships within supervision. Unconditional positive regard and a safe,

nurturing space are values that need to be present within each supervision session, regardless of the content of that session.

- **Enabling environments**. The approach taken to supervision can be educative *and* supportive. Encouraging respect for skills and involvement in decision making processes, at different levels, can be conducive to a more positive, empowering environment. Constructive reflection and positive role models within supervision can be beneficial.

- **Develop and learn in different ways and at different rates**. Different models and approaches to supervision may be more appropriate at different stages in practitioner's career.

The CWDC's supervision guide for social workers suggests that people usually become supervisors because they are experienced and high quality practitioners. However, the knowledge and skills required for supervision are significantly different from those required to be a good practitioner. It is therefore unlikely that new supervisors will fully adapt to the role without training, on-going development, guidance and support.

Managers in Private Voluntary and Independent early years settings are likely to be the ones supervising their staff, but in most of these types of settings, they are at the highest level within their organisation. This could mean that for their own supervision, managers need to call on the help of outside agencies to not only provide supervision for the managers, but also to provide on-going support and training of supervisory skills. This has the potential to provide an opportunity for educational psychology services to extend their traded services model to early years settings, particularly within the private, voluntary and independent sector, in a more systemic manner. It may also be an additional service that could be extended to maintained settings.

This study illuminated the need for supervision training within early years settings in the Local Authority within which this study was conducted. There seems to be a gap in knowledge about the Supervision requirements of the EYFS and how this could be carried out. The current research findings correspond with developmental and integrated models of supervision which present ways of developing policies and an approach to supervision within the early years. This study has noted how supervision approaches may be different for different professional levels and an implication of this could be to establish different types of group supervision sessions for those at moderate and expert levels in the profession. Supervision with an

emphasis on coaching may be more beneficial to those earlier in their careers. Direct training in supervisory skills for supervisors may be appropriate. Most supervisors will be experienced at their job, but giving supervision may very well involve the need to develop a new skill set.

A theme identified within the literature was the link between perceived lack of control and morale (Caruso & Fawcett, 1999). This cautions against directing supervisees to a certain type of supervision session; it may be more appropriate for supervisees to make their own decisions as to which method they feel most comfortable with. Trial sessions with several options available are therefore recommended. As is training within settings, which covers different ways of delivering supervision. This research suggests that a uniform, 'one size fits all' approach is unlikely to be appropriate for early years settings and this will need to be acknowledged within policies and in any training or supervision sessions offered to early years setting.

The literature surrounding professional supervision is vast, but lacking in terms of work directly linked to early years and even thinner following the EYFS requirements. The findings of the current research suggest that there is the potential for much training around methods and potential benefits of supervision. Disadvantages of supervision were discussed within the literature review, however, these were mainly related to understanding the concepts of supervision and wariness of changes to working practices. Together with the findings in this research, it does suggest that supervision can trigger concerns for some people and the benefits are not always clear. Supervision sessions run by EPs may be particularly anxiety provoking if the supervisees are unfamiliar with what EPs do and feel that the EP does not know the role of the early years worker. Resistance to supervision may be an initial barrier that needs to be overcome via sensitive and appropriate training. Using supervision as a space to test out ideas and learn from mistakes reiterates the ideas expressed by participants in Factor 1 about the need for supervision to be 'a safe space'. Asserting a firm rationale for supervision and having its purpose stated clearly within a policy may help supervision to be more defined and thus reduce reluctance to engage (Goorapah 1997).

It may also be helpful if training for early years staff involved different settings being grouped together to show parity of esteem and experiences and expectations. The early years workers involved in this study, for the greater part, seemed to really value their autonomy and want to be respected for their experiences and skills, but

do have difficult situations to deal with. This suggests that supervisors will need to adopt an orientation that is firstly collaborative and encourages self-efficacy, but also has a supportive function. This may be difficult to arrange due to practicalities such as funding arrangements and time availability and would require careful planning.

The group of supply teachers who work within early years settings identified a previously un-researched area of supervision. These individuals tend to work very independently and do not often have the opportunity to work as a group or experience a sense of belonging within a particular school due to the short term nature of their assignments. The lone working and likely isolation from colleagues has parallels to the issues discussed previously in relation to child minders. There is the potential for a consultative role for educational psychologists to work with supply agencies to offer supervision or training to individuals or a more practical and financially feasible solution could be to develop group supervision sessions.

The Q sort tool could be used as an instrument to look at change of opinion, perhaps following training or experience of supervision. Although this may not require Q analysis, other ways to measure or assess this information would need careful consideration. Although from a social constructionist perspective it is not assumed that opinions stay the same across contexts or temporally, it could be a useful way to evidence change. The literature on developmental models of supervision is not clear on *how* people move through the stages, or what triggers a move from one stage to the next, except in relation to experience or age. This exposes an area of future research which could use the Q sort from this study to measure a change in view following exposure to different conditions of supervision or training. It may also be interesting to explore whether age related developmental theories or professional level developmental theories are relevant when a person is older but with less experience.

In the supplementary questionnaire one of the participants suggested that the Q sort could be used as a starting point to help her to understand what others wanted from supervision. The contracting stage of supervision (Scaife, 2001) could be an ideal time for this to be used and to help supervisors get to know supervisees and to develop a starting point for conversations around how they approach supervision. The supervisory relationship was highlighted by this research as important, particularly in terms of fostering a collaborative and empowering orientation.

The supervisory relationship was highlighted as an important theme within this research and there is the potential to use the Q sort to match supervisee and supervisor. The pragmatisms involved in this would need careful consideration as the research indicates that a supervisor who is more abstract can increase conceptual levels whereas a supervisor who is more concrete in their thinking can actually reduce abstract thinking in the supervisees (Grimmett, 1983). This may have parallels to a reflective supervisor encouraging reflective thinking whereas a non-reflective supervisor may discourage reflective thinking. It may help to identify potential supervisors for particular types of supervision, for example those who place a high value on reflection may be well placed to encourage reflection in supervisees who are more concrete and practical in their thinking.

Hashweh (1996) concluded that teachers' beliefs corresponded to their teaching practices; those with constructivist beliefs employ constructivist ways in their teaching. This could be applied to an understanding of supervision practice. Practitioners who 'believe' in the emotional aspects of their work and are more reflective through supervision may be more mindful and reflexive in how they work with children, families and colleagues. This can only be seen as positive in terms of safeguarding children, improving the quality of the setting, reducing 'burn-out' and stress and increasing employee well-being. However, the literature does suggest some negative results of supervision for the organization in terms of financial costs and the possibility of employees taking time off.

9.0. Evaluation of Study

In order to systematically evaluate this piece of research I will return to Yardley's (2008) 'quality criteria' for qualitative research as described in the methodology section. I will use the qualitative criteria 'sensitivity to context', 'commitment and rigour', 'transparency and coherence', and 'impact and importance' to arrange my evaluations of this study but do not intend to suggest by this that the criteria set are all encompassing or without a degree of overlap.

9.1. Sensitivity to Context

Ethical guidelines were followed both in terms of BPS (2010) and university required procedures. The research was approved by the University of Sheffield's ethics panel and also by the Local Authority's Research Governance Board. The participants gave informed consent and their anonymity was maintained through-out the study. The analysis and presentation of the data was sensitive to participants' need for anonymity.

A possible limitation of this study could be the number of statements used and the difficulty in arranging these statements the participants may have experienced. The statements were all in English, which may have discouraged some participants from taking part. I made the assumption that as the participants all worked with children they would have a good level of literacy and spoken English, which may not have been an appropriate assumption to make. Examination of the qualification levels of the participants suggests that all participants are qualified to level 3 or above and as such should have basic literacy skills, however, those who do not have this level of qualification may have not wanted to participate. Sorting the items physically may have also been challenging for participants with fine motor skill difficulties. One potential solution to this could be the use of an online Q sorting software programme such as FlashQ. This also has the advantage of being accessible to more people and can be done individually. For the current research however, this was not considered as it was thought that group administration of the task allowed for verbal as well as written instructions to be given, and allowed for the researcher to be present and make qualitative observations as the Q sorts were completed. It also allowed for questions to be asked at any time and made it possible to adhere to ethical standards such as gaining informed consent and debriefing.

One particular difficulty with the research was in the settings finding the time to take part in the research. This was particularly difficult to arrange in the children's centre and in the private nursery. Conducting the Q sorting activity after nursery hours was found to be the best solution for these settings due to difficulties in arranging staff cover during opening hours. It was made more complex as the staff the needed to be given the 'time back' during their working hours. This had a financial implication for the nursery and as several settings did not show an interest in taking part, those that did may have had a vested interest in doing so. The settings that did partake may have been more financially established or may have had a manager with a particular interest in the research. This could have skewed the results of the findings. However, the numbers of participants who reported receiving supervision

(only 5 out of 30) could indicate a genuine misunderstanding of supervision due to lack of direct experience or prior consideration of the topic. In this research it was recorded if the participant received supervision, but not if they were involved in giving supervision to others. This could have made for interesting comparisons and may have added significantly to the study.

9.2. Commitment & Rigour

I feel that the chosen methodology was able to meet the intentions of the research and answer the research question. Three views on supervision were elicited and the aims of hearing many voices and exploring a range of views around a complex issue. Q methodology was also consistent with the aim of reducing researcher power and influence on the research process and in working within a social constructionist paradigm.

The process used to conduct the research was systematically described within the methodology and procedures chapters and the data was triangulated with the use of post sort questionnaires and follow up interviews. This allowed for my interpretations to be checked by the participants. The participants corroborated my interpretations of the data and were able to suggest which factor description their Q sort loaded onto.

The sample of participants came from a wide range of early years settings, from the private, voluntary, independent and maintained sectors. The participants varied in age and occupation, although in terms of gender the proportions were less balanced, with only one male taking part in the research. Although this could be viewed as a weakness of the study, this does in fact reflect the national picture of males working within early years. According to figures given by the DfE in the Childcare and Early Years Providers Survey 2010, (Brind *et al* 2011) only 1- 2% of the early years workforce are males. This may indicate that in a sample size of only 30, it was unlikely that more than one male would have been involved. The lack of men working within early years in the UK is in itself an issue that I feel would benefit from further research.

The Q sort items were simply constructed, some being only a single word and did not contain any negatives. This made them easy to read but also allowed for an amount of ambiguity which gave the participants the chance to use their own interpretations of the items in their sorting. This is an integral part of Q method and as such if the participant asked for clarification on a word or item phrase this was

not given. In fact, this was discussed with participants prior to the Q sorting task and so was not an issue.

Concourse development consisted of triangulated information from the literature, policies and through a small focus group. The focus group consisted of individuals who worked in early years and half of them had direct experience of supervision. The focus group helped to shape the concourse and avoid the items beings dependent upon the researcher's views and priorities regarding supervision.

9.3. Transparency & Coherence

The reasons for selecting Q methodology were explained within the methodology section; its limitations, advantages and potential alternatives were also discussed. One criticism often levied against Q methodology is that participant responses are limited to the items selected by the researcher. In this research this was also the case, although a focus group was involved in the creation of the concourse and trials of the Q set were conducted via a pilot study and their feedback was utilised in the final version of the Q set. This helped to develop the range and quality of items within the Q set. Additionally, in the post sort questionnaire, participants were invited to make suggestions of statements they felt were missing or not relevant to the Q sort.

Using Q methodology also made it difficult to include some concepts linked to supervision which may need a longer explanation than would fit onto a card sorting item. For example, several items from the literature which were linked to psychoanalytical concepts within supervision, such as 'containment' or 'transference' may not be easily understood and would need a longer explanation than is feasible in the context of this study. For this reason these items were not included which therefore limited the ability to use this Q sort to show a viewpoint valuing the psychoanalytical aspects of supervision. However, it may be that they were too orientation-specific and not relevant to early years staff. Nevertheless, the application of Attachment Theory within settings may mean that this could have actually been quite applicable.

As a researcher I set down my own views on supervision and my ontological and epistemological assumptions at the very beginning of the research, in the introduction. This ensured that any potential researcher bias was explicit which also supported reflexivity on the part of the researcher. From a social constructionist perspective, it is presumed that the researcher will have some impact upon how the research is conducted. In Q methodology there is a high degree of researcher

involvement within the factor interpretation to translate the arrangement of statements into a cohesive factor interpretation. I feel that a social constructionist stance has been maintained throughout this thesis which has assisted in working towards an aspiration of clarity, transparency and cohesion.

9.4. Impact & Importance

As the participants had given time to the research it was important ethically that the research was useful and worthwhile. A limitation of this study is that the participants had very little experience of supervision and this may have affected how they viewed supervision. Although this could be a weakness of the study since it has been a statutory requirement since September 2012 it seemed reasonable to assume that it would be in practice at the point of data collection, a year later. This research highlighted that this was not the case, with only 17 percent of the participants receiving supervision and as such this is something that needs to be addressed.

In the DfE Childcare and Early Years Providers Survey 2011 (Brind et al, 2012) (p. 75), it was reported that

> *Supervisors were the largest staff group across all types of providers. In full day care settings and settings offering full day care within children's centres, over half of all staff were supervisors (56 and 60 per cent respectively).*

Although these statistics were collected prior to the introduction of supervision as a statutory requirement in 2012, it does indicate that the numbers of early years workers expected to give supervision is proportionately high. This highlights the relevance of this research and its potential significance to a large audience.

The findings are also of a timely nature as the local authority in which the research took place is going through a review of education, inclusion and Special educational needs services, which has brought educational psychologists and early years SEN officers to work more collaboratively. Sharing the findings from this research has instigated an increased awareness of supervisory practice within early years and currently several programmes of supervision training are being developed, alongside trials of group supervision for Special Educational Needs Co-ordinators (SENCos) across the authority.

10. Recommendations for Future Research

This research indicated a degree of uncertainty about supervision and highlighted a lack of engagement in the process, both physically and intellectually. The majority of the participants were not receiving supervision at the time of the research and

this opens up potential areas of further research. Research investigating the reception and effectiveness of various modalities of supervision with early years staff could therefore be useful. The potential for the use of technology such as Skype or social media as a mode for supervision in early years could be a particularly useful area for research, especially as it could be cost effective. The findings from this research suggested that two of the three viewpoints were open to more collaborative forms of supervision. This may allow for research into group supervision for some groups of participants. The ideas of increasing confidence to solve problems may lend itself to trials of 'solution circles' or 'reflective teams'.

This study could be extended to look more specifically at how management view supervision. An evaluation as to whether there is a need to develop an intervention or training documents aimed specifically at senior leadership teams or those at a management level within early years settings could then result. The literature suggests that a supportive ethos within supervision is essential to it becoming successful and embedded. This does not at present seem to be the case as the number of participants receiving supervision does not suggest that it is seen as a priority.

The Q sort could also be employed as a tool to use with other groups of professionals. I feel that it could be useful for trainee educational psychologists when they first begin to work with field work supervisors to open up a dialogue around what supervision can be and what the supervisee values at that point in their professional development. It may be interesting to conduct this Q study with trainee educational psychologists across year groups within a particular university or to involve participants from several universities to explore whether there are views on supervision experienced predominantly within certain institutions.

11. Conclusions

This research has attempted to explore the views given by early years workers as to what aspects of supervision they value. Three viewpoints were elicited. The viewpoints shared some agreements and also held some areas of distinctiveness. The findings suggest that there is generally a need within early years for training on supervision, particularly in terms of the emotional and reflective purposes and how this can be utilised. Supervision policy and guidance specifically aimed at early years settings seems necessary.

The three views brought forward within this research are closely aligned to developmental models of supervision and learning. This holds the implication that

perhaps different forms of supervision would be more appropriate for practitioners at different stages of their career and life. Several themes were identified within the viewpoints, although generally a person centred, confidence building collaborative approach was preferred. The profession of the supervisor did not seem to be of great importance to the participants, which suggests that multi-professional supervision, possibly involving educational psychologists may be beneficial.

A number of limitations of using Q methodology were identified and discussed, however overall it was felt that this approach was effective in answering the research question and in meeting the research aims. Further areas of research have been considered, including developing and evaluating a model or models of supervision which may be useful for early years settings.

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Appendices

Appendix (i): Ethical Approval letter from the Univesity of Sheffield Ethical Review Panel.

Lynnette Madeley
DEdCPsy

Head of School
Professor Cathy Nutbrown

School of Education
388 Glossop Road
Sheffield
S10 2JA

10 July 2013

Telephone: +44 (0)114 222 8167
Email: DEdCPsy@sheffield.ac.uk

Dear Lynnette,

ETHICAL APPROVAL LETTER
A Q methodological study: What do early years staff value in supervision?

Thank you for submitting your ethics application. I am writing to confirm that your application has now been approved.

We recommend you refer to the reviewers' additional comments (please see attached). You should discuss how you are going to respond to these comments with your supervisor BEFORE you proceed with your research.

This letter is evidence that your application has been approved and should be included as an Appendix in your final submission.

Good luck with your research.

Yours sincerely

Professor Dan Goodley
Chair of the School of Education Ethics Review Panel

cc   L Campbell

Enc   Ethical Review Feedback Sheet(s)

Appendix (ii): Themes emerging from the focus group and literature during the process of concourse development

balance between support and challenge

ensuring supervisory dilemas are informed by ethical codes

valuing difference and diversity

being flexible

open to learning about new experiences

exploring new knowledge

discuss mistakes

take risks

agreeing learning needs and professional development plans

safe and trusting forum

foster a constructive ethos

discussing supervision issues in a wider socio-political context

exploring practical applications of theory

commited to personal and professional growth

records kept

agreed content

reciprocal

reflective

positions and views of stakeholders discussed

clarifying lines of accountability

values

context

empathy

modelling and facilitating ethical practice

discuss ethical and legal issues

boundaries and personal relationships defined

critical mindset to aid reflection

BPS

reliable

recognises power imbalances

appropriate to level of experience & competence of supervisee

explore vilnerabilities

managing conflict and seeking resolution

confidentiality

place

ethical

accountability

time

professional

boundaries

skills & knowledgw

transferance

defence mechanisms

best practice

counter transferance

helpful

collaborative

focus on strengths

pragmatic

responses to client material

listen constructively

solution focused

prefered futures

psychodynamic

105

techniques to manage group dunamics

facilitating new learning opportunities

an organisational wide perspective

professional conduct

parrallel patterns

self

case

sharing best practice

contract of commitment

relevance to clinical practice

case management

case administration

supervisory relationship

systems relationships

caring relationship

seeking research for evidence based practice

seven eyed model

planning & contracting

provision of educational &emotional support

open & honest learning

professional identity

management

mediation

development

clinical

active listening

confidentiality

formalised method of recording

support

social care

functions model

creating opportunities for improvemnet

concrete experience

quality control

reflective observation

kolb cycle

appropriate working standards

active experimentation

other agencies

worker

managerial/normative

agency

stakeholders

abstract conceptualisation

explore emotion reactions of client & practitioner

service users

supportive/restorative

conflict

reflect on feelings experienced during practice

develop awareness of reactions

reflection on interventions

educative/formative

better understanding of the client

rtive

explore other ways of working

develop understanding/skills/ability

106

self regulation

emotional

empathy

self awareness

motivation

social skills

passive active

supervisor styles

active intrusive

role model

helper

supportive

General Supervision Framework-Scaife

humanistic

recorded

sharing rather than controlling

medium

active reflective

supervisor

listen-reflect

reported & role play

cooperative

trust

supervisor role behaviour

inform-assess

facilitator

live

ask rather than tell

enquire

significant work towards the welfare of others

knowledge thinking & planning

personal satisfactions

belief

focus

help realise sillks & resourses

feelings & personal qualities

the 'good life'

continuous self development

potential to solve own problems

actions & events

identify and empathise with others

freedom of creative choice-masters of own destiny

sharing practice

increased accountability

a variety of learning

skills and awareness in groups & systems

resourses within the group

scrutiny of practice

proctor-group supervision — systemic

mix & open up work to others

training

coaching

identify solutions

admin aspects

evaluate work

delegation — business/managerial

discuss issues — EYFS

review cases

plan CPD

confidential discussion of sensitive issues

identify training/development needs

promotes child's interests

team work — foster a culture

monitor cases and caseload

continuous improvement

mutual support

Appendix (iii): Focus group oral introduction and questions

Focus group oral introduction to the session

I would like to thank you all for coming.

Today we are going to have a discussion group which will last around 40 minutes. If at any point during the activity you would like to leave then that is fine. If you decide after today that you do not want to return then that is also fine. All the information you provide today is confidential, that means that what we discuss today should remain amongst the people in this room, that is unless you tell me something that makes me feel worried about your safety or that of other people. The conversations today will be recorded; if this is not ok you can ask this to stop at any point. My research tutor may also listen to these recordings but she will not know who you are by name.

Focus group questions

1. What does 'professional supervision' mean to you and how have you experienced it so far?

2. What else could happen during supervision that you would value?

3. What aspects of supervision would you not value at all?

Appendix (iv): Instructions for Q Sort

Instructions

This study is interested in what aspects of professional 'supervision' staff working in the early years value.

You will be presented with 54 statements, and each statement will be on a card. The statements are all concerning aspects of supervision. You may agree or disagree with some of statements. Read each statement and ask yourself the question, **'in supervision I value...'** when considering each statement. All the statements finish this sentence and they are all often part of supervision, so for example, 'time to reflect on my practice.' It does not matter if the statement refers to something that you have not experienced before, all you need to do is imagine that all the statements refer to possible aspects of supervision. For the purposes of this study, 'supervision' does not include activities usually found within performance management meetings.

To begin with you will sort the cards into three piles;

1. Pile one - statements which you agree with
2. Pile two - statements which you disagree with
3. Pile three - statements that you are neutral about or are not sure about putting them into one of the other two piles.

Next you will think about the pile that has statements which you agree with and you will have to decide how much you agree with each statement in relation to how much you value that aspect of supervision. The more you agree with the statement then the further it goes on the right hand side of the grid (towards +5). If for example you slightly agree with the statement then you might put it at +1 or +2, if however you really agree with the statement you might put it at +4 or +5.

Then you will think about the pile which you disagree with and you will have to decide how much you disagree with each statement. The more you disagree with a statement then the further it goes on the left hand side of the grid (towards -5). If for example you slightly disagree with the statement then you might put it at -1 or -2, if however you really disagree with the statement you might put it at -4 or -5.

Then you will think about the pile of statements that you are neutral about or are not sure about putting them into one of the other two piles, and you might place some of these in the '0' column.

You might think that you agree a bit with some and so may put them at +1, or you might feel that you disagree a bit with some and so you may put these at -1.

You might change your mind about where you initially put the cards and so you may want to move them around as you complete the grid. You can move the cards at any time, and as often as you want to.

There are no right or wrong answers because I am only really interested in what you think. It is quite normal that different people will have different views about things, and so do not worry where others place their statements. No one else will see what you place on your grid except the researcher (Lynnette) and a University tutor. Your answers will be made anonymous after today (this means that your answers will not be linked to you by name)

Once you have finished moving the cards around and you are happy about where you have put them you can leave them on the grid and you do not need to touch these before you leave. You can then answer the questions which are at the bottom of the grid. If you have any questions during completing the grid then please feel free to ask.

Thank you for taking part and helping me with this study.

Participant Consent Form

Title of Project: *What do early years staff value in supervision?*

Name of Researcher: Lynnette Madeley

Participant Identification Number for this project:

Please tick box

1. I do not wish to take part in this study

2. I agree to take part in this research and I confirm that I have read and understand the information sheet dated *[insert date]* for the above

   project and have had the opportunity to ask questions.

3. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.

4. I understand that my responses will be anonymised before analysis. I give permission for members of the research team to have access to my anonymised responses.

5. I consent to focus groups and interviews in which I may participate being Audio recorded and agree to the proposed methods for recording, storing,

   use and destroying of recorded materials as indicated in the information

   sheet.

6. Please indicate the stages of the research project you consent to

participate in. *(Ideally I would like you to take part in all stages but if you are only able to participate in one stage please indicate your preference):*

Initial focus group ☐

Q-sort activity ☐

Follow up interview ☐

_____   _____   _____
Name of Participant   Date   Signature

(*or legal representative*)

_____   _____   _____
Name of person taking consent   Date   Signature

(*if different from lead researcher*)

To be signed and dated in presence of the participant

_____   _____   _____
 Lead Researcher   Date   Signature

To be signed and dated in presence of the participant

Copies:

Once this has been signed by all parties the participant should receive a copy of the signed and dated participant consent form, the letter/pre-written script/information sheet and any other written information provided to the participants. A copy for the signed and dated consent form should be placed in the project's main record (e.g. a site file), which must be kept in a secure location.

The
University
Of
Sheffield.

Research Information Sheet

My name is Lynnette Madeley and I am studying a doctoral course at the University of Sheffield in Educational and Child Psychology. I have always had an interest in work with children in the early years. Before starting this course I worked as a nanny and a nursery assistant and then trained to be a teacher, specialising in teaching within the early years. I then worked as a teacher, mainly within the early years, for over six years. I also completed a Masters degree in Educational research whilst teaching and my Masters dissertation investigated early years practitioners' beliefs about learning within the context of the Early Years Foundation Stage (EYFS, 2008) guidance. I have maintained an interest in the early years during my training as an Educational Psychologist and as part of my current course I am researching views of supervision in the light of the 2012 Foundation Stage guidance requirements.

Research Project Title: _What do early years staff value in supervision?_

You are being invited to take part in a research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

Purpose and rationale for the project

The profession of workers in early years settings rests somewhat uncomfortably between the domains of care and education. The new requirements for staff supervision as set out in the EYFS does not stipulate a specific model of supervision that early years staff should follow, and so this leaves early years setting managers with a wide range of theories and models with which to consult. The research suggests that the term 'supervision' can have very different meanings for different professional groups. The now decommissioned, Children Workforce development Council produced a guide for 'effective supervision' in 1997 which had been developed for use across adults and children's social care settings. This is the only government produced guide available to those working in early years settings and is based predominantly on social care supervision theories such as Kadushin (1976). The Tickell review of the Early Years Foundation Stage (2011) states clearly that supervision needs to encourage reflective practice. The current lack of guidance specifically for early years setting

and the obligation to fulfil a supervision requirement within the EYFS has led to a timely opportunity for this research to look at what early years staff actually want from supervision.

Potential risks and benefits of taking part

Some inconvenience may be experienced as a result of taking part in terms of taking time away from other work related duties. Whilst there are no immediate benefits for those people participating in the project **other than to stimulate thinking and reflection about supervision**, it is hoped that this work will help to uncover elements that are valued in supervision for early years workers. This may then be used to focus support in supervision and to develop supervision practice within settings.

What participation in the research will require

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep (and be asked to sign a consent form) and you can still withdraw at any time without it affecting any benefits that you are entitled to in any way. You do not have to give a reason.

If you agree to take part in the research you will be asked to sort a number of statements about supervision in order of preference and complete a very short questionnaire. You may also be asked to take part in a short follow up interview or focus group.

The focus group and follow up interviews may be recorded and the digital audio recordings will be kept by the researcher until the completion of the doctoral course (approximately December 2014). Recordings will be saved onto an encrypted memory stick and stored within a locked filing cabinet in the educational psychology service offices. All audio recordings will be destroyed after completion of the doctorate.

Confidentiality issues

All the information relating to you that is collected during the course of the research will be kept strictly confidential. You will not be able to be identified in any reports or publications. You will be assigned a number once you complete the consent form and agree to take part in the research. This will ensure that you can only be identified by the researcher. The data contained within the thesis and any future publications will be anonymous and all data collected will be destroyed on the researcher's completion of the doctoral course.

What will happen to the results of the research project?

The findings of this research project will be contained within the thesis for the Doctoral course and may, in the future, be published in order to support the development of supervision practice within early years settings.

Ethical review of the project

This project has been ethically approved via Sheffield University Education department's ethics review procedure. The University's Research Ethics Committee monitors the application and delivery of the University's Ethics Review Procedure across the University.

Contact for further information

Researcher	Research Supervisor
Lynnette Madeley Edq11lm@sheffield.ac.uk 07792384817	Dr Lorraine Campbell l.n.campbell@sheffield.ac.uk

After each stage in the research process there will be a 'debriefing' where you will be able to ask questions in person and discuss how you felt about the activity you engaged in.

However, please contact me (Lynnette Madeley) if you have any questions about the research or if, in the unlikely event, you experience stress, harm or have any other concerns about the research.

If I cannot address your questions or you have any additional concerns you may wish to contact my research supervisor, Dr Lorraine Campbell In the case that a matter has been raised directly with the professionals named above, the ultimate university channel for the registration of complaints is the Registra and Secretary within the University of Sheffield.

All participants will be given a copy of the information sheet and a signed consent form to keep.

Thank you for taking the time to read this information sheet. If you have any further questions please do not hesitate to contact me using the details given above.

Lynnette Madeley

In supervision I value…

Most disagree										Most agree
-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5

Feeling free to ask questions	Having the session recorded formally	Help managing my workload	Developing my personal skills	Time to explore personal values in relation to my work
A time for my frustrations to be heard	A supervisor who leads by example	Identifying my training needs/goals	Discussing personal issues as they relate to work	Having the agenda agreed before supervision session
A structured session	Being given strategies to improve my work	Constructive feedback	Developing clarity about my role	Agreeing actions and plans during the session
Confidentiality	Being pointed in the right direction to find out more	Collaborative problem solving	Developing self care strategies	Developing my self awareness
Hearing examples from my supervisor's work	Having someone make decisions for me	A supervisor who challenges me	Increasing my confidence to deal with difficult situations	Encouragement to be independent in decision making
Observing my supervisor working	Gaining perspective in difficult times	A knowledgeable supervisor	A set, private location	Help to understand the role of other professionals
Being listened to and engaged with	Time to reflect on dealing with my emotions	A joint decision making process	Self evaluation and monitoring	Discussing the theoretical basis of my work
Support when dealing with a crisis at work	Being motivated	A supervisor who understands my role	Discussing work procedures	Reviewing policies and organisational expectations

Joint reflections on positive experiences	Increasing my competency to do my job	considering better outcomes for children/families	discussing working with other professionals	Joint reflections on problems
Consistency	Exchanging thoughts and ideas	Developing effective team skills	Help to integrate information and ideas	Time to critically reflect on my own work
Protected time	Support to prioritise work	Developing creative solutions to problems	Time to discuss ethical issues arising in my work	

Appendix (ix): Q sort record sheet

Q Sort Record Sheet

Most disagree										Most agree
-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5

Name	Length of time working in early years settings
Type of Setting	Previous role titles
Job title	Highest level of qualification
Gender	Do you currently receive professional supervision? (not performance management meetings)
Age	If you do receive supervision, how often do you have it?
Length of time in current role	Job title of your current supervisor, (eg manager/head teacher/team leader etc).

Appendix (x): Post sort Questionnaire-supplementary questions

Supplementary questionnaire

Please complete these questions as fully as possible and remember that your answers will remain anonymous.

1. What specific statement did you find difficult to place and why?

2. Describe why you would most agree with the statements you placed at the + 5 end of the continuum.

3. Describe why you would most disagree with the statements you placed at the -5 end of the continuum.

4. Describe any other thoughts or ideas about supervision that emerged while you were sorting these statements.

5. Were there any other statements about supervision that could have been included?

6. Do you think that the way you finally arranged the cards allowed you to give your view? If no, please explain why.

7. Are there any statements that stood out to you as you were sorting? This may be because it did not make sense or because you felt that did not belong in the card sort. Please state which card(s) and why.

Appendix (xi): Crib Sheets

Factor 1 crib sheet

Items ranked at -5	Items ranked at +5
Having someone make decisions for me (7)	Confidentiality (20)
Discussing personal issues as they relate to work (24)	Consistency (50)

Items ranked lower by factor 1 than any other factor	Items ranked higher by factor 1 than any other factor
1 Time to explore personal values in relation to my work (-4)	4 having the session recorded formally (-3) tied with factor 3
2 developing my personal skills (0) tied f3	6 having the agenda agreed before the supervision session (0)
3 help managing my workload (-3) tied f3	8 identifying my training needs and goals (1)
7 discussing personal issues as they relate to work (-5)	9 a supervisor who leads by example (4)
16 developing my self-awareness (-2)	13 constructive feedback (3) tied with f3
17 developing self-care strategies (-4)	15 a structured session (-2)
18 collaborative problem solving (-2) tied f2	19 being pointed in the right direction to find out more (1) tied with f3
22 increasing my confidence to deal with difficult situations (1)	20 confidentiality (5)
24 having someone make decisions for me (-5) tied f3	21 encouragement to be independent in decision making (2)
26 help to understand the role of other professionals (-2) tied f3	23 a supervisor who challenges me (1)
29 gaining perspective in times of difficulty (-2) tied f3	27 a set private location (-2) tied f3
31 discussing the theoretical basis of my work (-3)	28 a knowledgeable supervisor (4)
32 self-evaluation and monitoring (-1)	30 observing my supervisor working (3)
34 Time to reflect on dealing with my emotions (-4)	38 a supervisor who understands my role (2)
37 discussing procedures (-1)	39 being motivated (2) tied f2&3
41 joint reflections on problems (1)	45 joint reflections on positive experiences (0) tied f2
42 discussing work with other professionals (-1)	48 developing effective team skills (3)
43 considering better outcomes for children and families (2)	50 consistency (5)
44 increasing my competency to do my job (0)	53 a supervisor who is available (4)
46 time to critically reflect on my own work (0)	
47 help to integrate information and ideas (-1)	
51 time to discuss ethical issues (-3) tied f3	
52 developing creative solutions to problems (0)	

Additional distinguishing statements
54 protected time (-2)
33 a joint decision making process (+1)
35 being listened to and engaged with (+3)
49 exchanging thoughts and ideas (+2)

Factor 2 crib sheet

Items ranked at -5	Items ranked at +5
27 A set private location	40 support when dealing with a crisis at work
54 Protected time	44 increasing my competency to do my job

4 having the sessions formally recorded (-4)	2 developing my personal skills (1)
5 feeling free to ask questions (1)	3 help managing my workload (-1)
6 having the agenda agreed before the supervision session (-4)	7 discussing personal issues as they relate to work (0)
11 agreeing future actions and plans during the session (-2)	10 a time for my frustrations to be heard (2)
15 a structured session (-3) tied f3	12 developing clarity about my role (-2)
18 collaborative problem solving (-2)	13 constructive feedback (3) tied f1
19 being pointed in the right direction to find out more (-1)	14 being given strategies to improve my work (4)
20 confidentiality (-3)	16 developing my self-awareness (2)
21 encouragements to be independent in decision making (0)	17 developing self-care strategies (3)
25 hearing examples from my supervisor's work (-2)	22 increasing my confidence to deal with difficult situations (2) tied f3
26 help to understand the role of other professionals (-1) tied f1	24 having someone make decisions for me (2)
27 a set private location (-5)	29 gaining perspective in difficult times (0)
28 a knowledgeable supervisor (1)	31 discussing the theoretical basis of my work (-1)
33 a joint decision making process (-2)	32 self evaluation and monitoring (0) tied f3
35 being listened to and engaged with (-1)	34 a time to reflect on my emotions (2)
38 a supervisor who understands my role (0)	36 reviewing policies and organisational expectations (1)
49 exchanging thoughts and ideas (1)	37 discussing procedures (1) tied f3
50 consistency (-4)	39 being motivated (2) tied f1&3
53 A supervisor who is available (-2)	40 support when dealing with a crisis at work (5)
54 protected time (-5)	41 joint reflections on a problem (4)
	43 considering better outcomes for children and families (4)
	44 increasing my competency to do my job (5)
	45 joint reflections on positive experiences (0)
	46 time to reflect critically on my own work (3)
	47 help to integrate information and ideas (3)
	51 time to discuss ethical issues arising in my work (-1)
	52 developing creative solutions to problems (3) tied f3

Additional distinguishing statements
30 observing my supervisor working (-1)

Factor 3 crib sheet

Items ranked at -5	Items ranked at +5
12 developing clarity about my role	35 being listened to and engaged with
24 having someone who makes decisions for me	49 exchanging thoughts and ideas

Items ranked lower by factor 3 than any other factor	Items ranked higher by factor 3 than any other factor
3 help managing my workload (-3) tied f1	1 time to explore personal values in relation to my work (0)
8 identifying my training needs and goals (-2)	2 developing my personal skills (0) tied f1
9 a supervisor who leads by example (-4)	4 having the session recorded formally (-3) tied f1
10 a time for my frustrations to be heard (0)	5 feeling free to ask questions (4)
12 developing clarity about my role (-5)	7 discussing personal issues as they relate to my work (0) tied f2
13 constructive feedback (0)	11 agreeing future action plans during the session (1)
14 being given strategies to improve my work (-1)	18 collaborative problem solving (4)
15 a structured session	19 being pointed in the right direction to find out more (1) tied f1
23 a supervisor who challenges me (-4)	22 increasing my confidence to deal with difficult situations (2) tied f2
24 having someone who makes decisions for me (-5)	25 hearing examples from my supervisor's own work (0)
29 gaining perspective in difficult times 9-2) tied f1	26 help to understand the role of other professionals (1)
30 observing my supervisor working (-4)	27 a set private location (-2) tied f1
36 reviewing policies and organisational objectives (-2)	32 self evaluation and monitoring (0) tied f2
40 support when dealing with a crisis at work (2)	33 a joint decision making process (3)
45 joint reflections on positive experiences (-1)	35 being listened to and engaged with (5)
48 developing effective team skills (-1)	37 discussing work procedures (1) tied f2
51 time to discuss ethical issues (-3) tied f1	38 a supervisor who understands my role (2) tied f1
53 a supervisor who is available (-2) tied f2	39 being motivated (2) tied 1&2
	42 discussing work with other professionals (3)
	43 considering better outcomes for children and families (4) tied f2
	49 exchanging thoughts and ideas (5)
	52 developing creative solutions to problems (3) tied f2
	54 protected time (0)

Additional distinguishing statements
50 Consistency (+2)
47 help to integrate information and ideas (-1)
44 increasing my competency to do my job (-1)
34 time to reflect on dealing with my emotions (-1)
20 Confidentiality (-1)

Appendix (xii): Selected output from PQMethod LIS file

Factor Scores with Corresponding Ranks

```
                                                                      Factors
No.   Statement                                              No.      1          2          3

  1   Time to explore personal values in relation to my work   1    -1.44  51  -1.22  46  -0.08  29
  2   Developing my personal skills                            2    -0.23  29   0.35  21   0.00  26
  3   Help managing my workload                                3    -0.87  46  -0.28  36  -1.13  48
  4   Having the sessions recorded formally                    4    -1.25  49  -1.49  50  -1.04  47
  5   Feeling free to ask questions                            5     0.59  15   0.65  17   1.42   5
  6   Having the agenda agreed before the supervision session  6    -0.19  27  -1.56  51  -0.94  46
  7   Discussing personal issues as they relate to work        7    -1.68  53   0.17  25   0.00  25
  8   Identifying my training needs and goals                  8     0.44  17  -0.11  31  -0.76  43
  9   A supervisor who leads by example                        9     1.93   3  -1.33  47  -1.80  52
 10   A time for my frustrations to be heard                  10     0.44  18   0.85  12   0.01  24
 11   Agreeing future actions and plans during the session    11    -0.28  31  -0.83  41  -0.10  32
 12   Developing clarity about my role                        12    -1.11  47  -0.77  40  -1.89  53
 13   Constructive feedback                                   13     1.00   9   1.27   7   0.00  28
 14   Being given strategies to improve my work               14    -0.26  30   1.54   3  -0.29  37
 15   A structured session                                    15    -0.48  39  -1.46  48  -0.94  46
 16   Developing my self awareness                            16    -0.78  43   0.70  16  -0.37  38
 17   Developing self care strategies                         17    -1.34  50   1.05  10   0.38  19
 18   Collaborative problem solving                           18    -0.57  41  -1.02  44   1.51   4
 19   Being pointed in the right direction to find out more    19     0.25  23  -0.22  33   0.28  22
 20   Confidentiality                                         20     2.21   1  -1.10  45  -0.19  33
 21   Encouragement to be independent in decision making      21     0.51  16  -0.05  29   0.37  21
 22   Increasing my confidence to deal with difficult situa   22     0.40  19   0.75  15   0.67  13
 23   A supervisor who challenges me                          23     0.28  22  -1.48  49  -1.80  51
 24   Having someone make decisions for me                    24    -2.45  54   0.95  11  -2.36  54
 25   Hearing examples from my supervisor's work              25    -0.45  36  -0.49  39  -0.09  30
 26   Help to understand the role of other professionals      26    -0.46  37  -0.40  37   0.47  17
 27   A set, private location                                 27    -0.77  42  -1.98  54  -0.57  41
 28   A knowledgeable supervisor                              28     1.77   4   0.55  18   0.56  15
 29   Gaining perspective in difficult times                  29    -0.52  40  -0.07  30  -0.47  39
 30   Observing my supervisor working                         30     0.99  10  -0.25  34  -1.80  51
 31   Discussing the theoretical basis of my work             31    -1.15  48  -0.26  35  -0.57  40
 32   self evaluation and monitoring                          32    -0.29  32   0.12  26  -0.10  31
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33	A joint decision making process	33	0.30	21	-0.90	42	1.22	8
34	Time to reflect on dealing with my emotions	34	-1.47	52	0.81	13	-0.28	35
35	Being listened to and engaged with	35	1.16	7	-0.12	32	1.89	1
36	Reviewing policies and organisational expectations	36	-0.47	38	0.30	23	-0.85	44
37	Discussing work procedures	37	-0.43	34	0.37	20	0.47	18
38	A supervisor who understands my role	38	0.67	14	0.08	27	0.95	12
39	Being motivated	39	0.89	12	0.76	14	1.04	11
40	Support when dealing with a crisis at work	40	1.29	6	1.61	2	0.48	16
41	Joint reflections on problems	41	0.32	20	1.46	4	1.13	9
42	Discussing work with other professionals	42	-0.43	33	0.02	28	1.32	6
43	Considering better outcomes for children/families	43	0.72	13	1.46	5	1.61	3
44	Increasing my competency to do my job	44	0.17	24	1.78	1	1.05	10
45	Joint reflections on positive experiences	45	-0.20	28	0.18	24	-0.28	36
46	Time to reflect critically on my own work	46	0.01	25	1.12	9	0.38	20
47	Help to integrate information and ideas	47	-0.43	35	1.26	8	0.19	23
48	Developing effective team skills	48	1.02	8	0.43	19	-0.20	34
49	Exchanging thoughts and ideas	49	0.93	11	0.30	22	1.70	2
50	Consistency	50	2.19	2	-1.60	52	0.66	14
51	Time to discuss ethical issues arising in my work	51	-0.82	45	-0.46	38	-1.42	49
52	Developing creative solutions to problems	52	-0.10	26	1.31	6	1.24	7
53	A supervisor who is available	53	1.29	5	-1.01	43	-0.66	42
54	Protected time	54	-0.82	44	-1.74	53	0.00	27

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Factor Scores -- For Factor    1

 No.   Statement                                               No.     Z-SCORES


  20   Confidentiality                                          20       2.211
  50   Consistency                                              50       2.193
   9   A supervisor who leads by example                         9       1.928
  28   A knowledgeable supervisor                               28       1.765
  53   A supervisor who is available                            53       1.286
  40   Support when dealing with a crisis at work               40       1.285
  35   Being listened to and engaged with                       35       1.162
  48   Developing effective team skills                         48       1.018
  13   Constructive feedback                                    13       1.004
  30   Observing my supervisor working                          30       0.991
  49   Exchanging thoughts and ideas                            49       0.929
  39   Being motivated                                          39       0.894
  43   Considering better outcomes for children/families        43       0.716
  38   A supervisor who understands my role                     38       0.667
   5   Feeling free to ask questions                             5       0.594
  21   Encouragement to be independent in decision making       21       0.513
   8   Identifying my training needs and goals                   8       0.444
  10   A time for my frustrations to be heard                   10       0.435
  22   Increasing my confidence to deal with difficult situations  22     0.395
  41   Joint reflections on problems                            41       0.324
  33   A joint decision making process                          33       0.295
  23   A supervisor who challenges me                           23       0.282
  19   Being pointed in the right direction to find out more    19       0.251
  44   Increasing my competency to do my job                    44       0.168
  46   Time to reflect critically on my own work                46       0.006
  52   Developing creative solutions to problems                52      -0.105
   6   Having the agenda agreed before the supervision session   6      -0.193
  45   Joint reflections on positive experiences                45      -0.196
   2   Developing my personal skills                             2      -0.234
  14   Being given strategies to improve my work                14      -0.263
  11   Agreeing future actions and plans during the session     11      -0.283
  32   self evaluation and monitoring                           32      -0.292
  42   Discussing work with other professionals                 42      -0.430
  37   Discussing work procedures                               37      -0.431
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47  Help to integrate information and ideas                        47      -0.434
25  Hearing examples from my supervisor's work                     25      -0.450
26  Help to understand the role of other professionals             26      -0.462
36  Reviewing policies and organisational expectations             36      -0.473
15  A structured session                                           15      -0.479
29  Gaining perspective in difficult times                         29      -0.521
18  Collaborative problem solving                                  18      -0.568
27  A set, private location                                        27      -0.768
16  Developing my self awareness                                   16      -0.785
54  Protected time                                                 54      -0.819
51  Time to discuss ethical issues arising in my work              51      -0.824
 3  Help managing my workload                                       3      -0.870
12  Developing clarity about my role                               12      -1.107
31  Discussing the theoretical basis of my work                   31      -1.147
 4  Having the sessions recorded formally                           4      -1.247
17  Developing self care strategies                                17      -1.336
 1  Time to explore personal values in relation to my work          1      -1.442
34  Time to reflect on dealing with my emotions                    34      -1.474
 7  Discussing personal issues as they relate to work              7      -1.678
24  Having someone make decisions for me                           24      -2.447
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Factor Scores -- For Factor    2

 No.   Statement                                               No.     Z-SCORES


  44   Increasing my competency to do my job                    44       1.782
  40   Support when dealing with a crisis at work               40       1.614
  14   Being given strategies to improve my work                14       1.545
  41   Joint reflections on problems                            41       1.462
  43   Considering better outcomes for children/families        43       1.457
  52   Developing creative solutions to problems                52       1.313
  13   Constructive feedback                                    13       1.271
  47   Help to integrate information and ideas                  47       1.263
  46   Time to reflect critically on my own work                46       1.121
  17   Developing self care strategies                          17       1.045
  24   Having someone make decisions for me                     24       0.946
  10   A time for my frustrations to be heard                   10       0.848
  34   Time to reflect on dealing with my emotions              34       0.808
  39   Being motivated                                          39       0.761
  22   Increasing my confidence to deal with difficult situations 22     0.748
  16   Developing my self awareness                             16       0.696
   5   Feeling free to ask questions                             5       0.653
  28   A knowledgeable supervisor                               28       0.552
  48   Developing effective team skills                         48       0.429
  37   Discussing work procedures                               37       0.365
   2   Developing my personal skills                             2       0.350
  49   Exchanging thoughts and ideas                            49       0.300
  36   Reviewing policies and organisational expectations       36       0.298
  45   Joint reflections on positive experiences                45       0.176
   7   Discussing personal issues as they relate to work         7       0.173
  32   self evaluation and monitoring                           32       0.119
  38   A supervisor who understands my role                     38       0.084
  42   Discussing work with other professionals                 42       0.017
  21   Encouragement to be independent in decision making       21      -0.055
  29   Gaining perspective in difficult times                   29      -0.073
   8   Identifying my training needs and goals                   8      -0.115
  35   Being listened to and engaged with                       35      -0.122
  19   Bing pointed in the right direction to find out more     19      -0.220
  30   Observing my supervisor working                          30      -0.248
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31   Discussing the theoretical basis of my work              31      -0.257
 3   Help managing my workload                                 3      -0.285
26   Help to understand the role of other professionals       26      -0.403
51   Time to discuss ethical issues arising in my work        51      -0.456
25   Hearing examples from my supervisor's work               25      -0.486
12   Developing clarity about my role                         12      -0.768
11   Agreeing future actions and plans during the session     11      -0.832
33   A joint decision making process                          33      -0.897
53   A supervisor who is available                            53      -1.009
18   Collaborative problem solving                            18      -1.022
20   Confidentiality                                          20      -1.103
 1   Time to explore personal values in relation to my work    1      -1.222
 9   A supervisor who leads by example                         9      -1.334
15   A structured session                                     15      -1.456
23   A supervisor who challenges me                           23      -1.477
 4   Having the sessions recorded formally                     4      -1.490
 6   Having the agenda agreed before the supervision session   6      -1.556
50   Consistency                                              50      -1.596
54   Protected time                                           54      -1.737
27   A set, private location                                  27      -1.980
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Factor Scores -- For Factor    3

 No.   Statement                                                    No.    Z-SCORES

  35   Being listened to and engaged with                           35      1.892
  49   Exchanging thoughts and ideas                                49      1.702
  43   Considering better outcomes for children/families            43      1.607
  18   Collaborative problem solving                                18      1.508
   5   feeling free to ask questions                                 5      1.422
  42   Discussing work with other professionals                     42      1.322
  52   Developing creative solutions to problems                    52      1.235
  33   A joint decision making process                              33      1.222
  41   Joint reflections on problems                                41      1.132
  44   Increasing my competency to do my job                        44      1.047
  39   Being motivated                                              39      1.036
  38   A supervisor who understands my role                         38      0.948
  22   Increasing my confidence to deal with difficult situations   22      0.668
  50   Consistency                                                  50      0.658
  28   A knowledgeable supervisor                                   28      0.563
  40   Support when dealing with a crisis at work                   40      0.477
  26   Help to understand the role of other professionals           26      0.470
  37   Discussing work procedures                                   37      0.468
  17   Developing self care strategies                              17      0.384
  46   Time to reflect critically on my own work                    46      0.383
  21   Encouragement to be independent in decision making           21      0.372
  19   Bing pointed in the right direction to find out more         19      0.281
  47   Help to integrate information and ideas                      47      0.187
  10   A time for my frustrations to be heard                       10      0.011
   7   Discussing personal issues as they relate to work             7      0.004
   2   Developing my personal skills                                 2      0.001
  54   Protected time                                               54      0.000
  13   Constructive feedback                                        13     -0.003
   1   Time to explore personal values in relation to my work        1     -0.084
  25   Hearing examples from my supervisor's work                   25     -0.092
  32   self evaluation and monitoring                               32     -0.100
  11   Agreeing future actions and plans during the session         11     -0.102
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20  Confidentiality                                          20      -0.191
48  Developing effective team skills                         48      -0.196
34  Time to reflect on dealing with my emotions              34      -0.282
45  Joint reflections on positive experiences                45      -0.284
14  Being given strategies to improve my work                14      -0.290
16  Developing my self awareness                             16      -0.373
29  Gaining perspective in difficult times                   29      -0.468
31  Discussing the theoretical basis of my work              31      -0.566
27  A set, private location                                  27      -0.567
53  A supervisor who is available                            53      -0.663
 8  Identifying my training needs and goals                   8      -0.759
36  Reviewing policies and organisational expectations       36      -0.854
15  A structured session                                     15      -0.944
 6  Having the agenda agreed before the supervision session   6      -0.944
 4  Having the sessions recorded formally                     4      -1.037
 3  Help managing my workload                                 3      -1.134
51  Time to discuss ethical issues arising in my work        51      -1.417
23  A supervisor who challenges me                           23      -1.797
30  Observing my supervisor working                          30      -1.797
 9  A supervisor who leads by example                         9      -1.801
12  Developing clarity about my role                         12      -1.892
24  Having someone make decisions for me                     24      -2.362
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Descending Array of Differences Between Factors   1 and   2

No.   Statement                                                      No.    Type   1  Type   2  Difference

 50   Consistency                                                     50      2.193    -1.596     3.789
 20   Confidentiality                                                 20      2.211    -1.103     3.313
  9   A supervisor who leads by example                               9      1.928    -1.334     3.262
 53   A supervisor who is available                                   53      1.286    -1.009     2.295
 23   A supervisor who challenges me                                  23      0.282    -1.477     1.759
  6   Having the agenda agreed before the supervision session          6     -0.193    -1.556     1.362
 35   Being listened to and engaged with                              35      1.162    -0.122     1.284
 30   Observing my supervisor working                                 30      0.991    -0.248     1.239
 28   A knowledgeable supervisor                                      28      1.765     0.552     1.213
 27   A set, private location                                         27     -0.768    -1.980     1.212
 33   A joint decision making process                                 33      0.295    -0.897     1.192
 15   A structured session                                            15     -0.479    -1.456     0.977
 54   Protected time                                                  54     -0.819    -1.737     0.917
 49   Exchanging thoughts and ideas                                   49      0.929     0.300     0.629
 48   Developing effective team skills                                48      1.018     0.429     0.589
 38   A supervisor who understands my role                            38      0.667     0.084     0.583
 21   Encouragement to be independent in decision making              21      0.513    -0.055     0.568
  8   Identifying my training needs and goals                          8      0.444    -0.115     0.558
 11   Agreeing future actions and plans during the session            11     -0.283    -0.832     0.549
 19   Bing pointed in the right direction to find out more            19      0.251    -0.220     0.471
 18   Collaborative problem solving                                   18     -0.568    -1.022     0.454
  4   Having the sessions recorded formally                            4     -1.247    -1.490     0.243
 39   Being motivated                                                 39      0.894     0.761     0.133
 25   Hearing examples from my supervisor's work                      25     -0.450    -0.486     0.036
 26   Help to understand the role of other professionals              26     -0.462    -0.403    -0.059
  5   Feeling free to ask questions                                    5      0.594     0.653    -0.059
  1   Time to explore personal values in relation to my work           1     -1.442    -1.222    -0.220
 13   Constructive feedback                                           13      1.004     1.271    -0.266
 40   Support when dealing with a crisis at work                      40      1.285     1.614    -0.329
 12   Developing clarity about my role                                12     -1.107    -0.768    -0.339
 22   Increasing my confidence to deal with difficult situations      22      0.395     0.748    -0.353
 51   Time to discuss ethical issues arising in my work               51     -0.824    -0.456    -0.369
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45	Joint reflections on positive experiences	45	-0.196	0.176	-0.372
32	self evaluation and monitoring	32	-0.292	0.119	-0.411
10	A time for my frustrations to be heard	10	0.435	0.848	-0.413
42	Discussing work with other professionals	42	-0.430	0.017	-0.447
29	Gaining perspective in difficult times	29	-0.521	-0.073	-0.447
2	Developing my personal skills	2	-0.234	0.350	-0.584
3	Help managing my workload	3	-0.870	-0.285	-0.585
43	Considering better outcomes for children/families	43	0.716	1.457	-0.741
36	Reviewing policies and organisational expectations	36	-0.473	0.298	-0.771
37	Discussing work procedures	37	-0.431	0.365	-0.796
31	Discussing the theoretical basis of my work	31	-1.147	-0.257	-0.889
46	Time to reflect critically on my own work	46	0.006	1.121	-1.116
41	Joint reflections on problems	41	0.324	1.462	-1.138
52	Developing creative solutions to problems	52	-0.105	1.313	-1.418
16	Developing my self awareness	16	-0.785	0.696	-1.481
44	Increasing my competency to do my job	44	0.168	1.782	-1.614
47	Help to integrate information and ideas	47	-0.434	1.263	-1.697
14	Being given strategies to improve my work	14	-0.263	1.545	-1.807
7	Discussing personal issues as they relate to work	7	-1.678	0.173	-1.851
34	Time to reflect on dealing with my emotions	34	-1.474	0.808	-2.282
17	Developing self care strategies	17	-1.336	1.045	-2.381
24	Having someone make decisions for me	24	-2.447	0.946	-3.392

```
Descending Array of Differences Between Factors   1 and   3

No.   Statement                                                   No.    Type   1  Type   3  Difference

  9   A supervisor who leads by example                            9     1.928    -1.801     3.729
 30   Observing my supervisor working                             30     0.991    -1.797     2.787
 20   Confidentiality                                             20     2.211    -0.191     2.401
 23   A supervisor who challenges me                              23     0.282    -1.797     2.079
 53   A supervisor who is available                               53     1.286    -0.663     1.949
 50   Consistency                                                 50     2.193     0.658     1.535
 48   Developing effective team skills                            48     1.018    -0.196     1.214
  8   Identifying my training needs and goals                      8     0.444    -0.759     1.202
 28   A knowledgeable supervisor                                  28     1.765     0.563     1.202
 13   Constructive feedback                                       13     1.004    -0.003     1.007
 40   Support when dealing with a crisis at work                  40     1.285     0.477     0.808
 12   Developing clarity about my role                            12    -1.107    -1.892     0.785
  6   Having the agenda agreed before the supervision session      6    -0.193    -0.944     0.751
 51   Time to discuss ethical issues arising in my work           51    -0.824    -1.417     0.593
 15   A structured session                                        15    -0.479    -0.944     0.465
 10   A time for my frustrations to be heard                      10     0.435     0.011     0.424
 36   Reviewing policies and organisational expectations          36    -0.473    -0.854     0.381
  3   Help managing my workload                                    3    -0.870    -1.134     0.263
 21   Encouragement to be independent in decision making          21     0.513     0.372     0.141
 45   Joint reflections on positive experiences                   45    -0.196    -0.284     0.088
 14   Being given strategies to improve my work                   14    -0.263    -0.290     0.028
 19   Bing pointed in the right direction to find out more        19     0.251     0.281    -0.030
 29   Gaining perspective in difficult times                      29    -0.521    -0.468    -0.052
 24   Having someone make decisions for me                        24    -2.447    -2.362    -0.084
 39   Being motivated                                             39     0.894     1.036    -0.142
 11   Agreeing future actions and plans during the session        11    -0.283    -0.102    -0.181
 32   self evaluation and monitoring                              32    -0.292    -0.100    -0.191
 27   A set, private location                                     27    -0.768    -0.567    -0.200
  4   Having the sessions recorded formally                        4    -1.247    -1.037    -0.210
  2   Developing my personal skills                                2    -0.234     0.001    -0.234
 22   Increasing my confidence to deal with difficult situations  22     0.395     0.668    -0.272
 38   A supervisor who understands my role                        38     0.667     0.948    -0.281
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25  Hearing examples from my supervisor's work          25     -0.450    -0.092    -0.358
46  Time to reflect critically on my own work           46      0.006     0.383    -0.378
16  Developing my self awareness                        16     -0.785    -0.373    -0.412
31  Discussing the theoretical basis of my work         31     -1.147    -0.566    -0.581
47  Help to integrate information and ideas             47     -0.434     0.187    -0.620
35  Being listened to and engaged with                  35      1.162     1.892    -0.730
49  Exchanging thoughts and ideas                       49      0.929     1.702    -0.772
41  Joint reflections on problems                       41      0.324     1.132    -0.808
54  Protected time                                      54     -0.819     0.000    -0.819
 5  feeling free to ask questions                        5      0.594     1.422    -0.828
44  Increasing my competency to do my job               44      0.168     1.047    -0.879
43  Considering better outcomes for children/families   43      0.716     1.607    -0.892
37  Discussing work procedures                          37     -0.431     0.468    -0.899
33  A joint decision making process                     33      0.295     1.222    -0.926
26  Help to understand the role of other professionals  26     -0.462     0.470    -0.932
34  Time to reflect on dealing with my emotions         34     -1.474    -0.282    -1.192
52  Developing creative solutions to problems           52     -0.105     1.235    -1.340
 1  Time to explore personal values in relation to my work   1  -1.442    -0.084    -1.357
 7  Discussing personal issues as they relate to work    7     -1.678     0.004    -1.682
17  Developing self care strategies                     17     -1.336     0.384    -1.720
42  Discussing work with other professionals            42     -0.430     1.322    -1.752
18  Collaborative problem solving                       18     -0.568     1.508    -2.076
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Descending Array of Differences Between Factors   2 and   3

 No.   Statement                                                    No.    Type   2  Type   3  Difference

  24   Having someone make decisions for me                          24      0.946     -2.362      3.308
  14   Being given strategies to improve my work                     14      1.545     -0.290      1.835
  30   Observing my supervisor working                               30     -0.248     -1.797      1.549
  13   Constructive feedback                                         13      1.271     -0.003      1.273
  36   Reviewing policies and organisational expectations            36      0.298     -0.854      1.152
  40   Support when dealing with a crisis at work                    40      1.614      0.477      1.137
  12   Developing clarity about my role                              12     -0.768     -1.892      1.124
  34   Time to reflect on dealing with my emotions                   34      0.808     -0.282      1.090
  47   Help to integrate information and ideas                       47      1.263      0.187      1.077
  16   Developing my self awareness                                  16      0.696     -0.373      1.069
  51   Time to discuss ethical issues arising in my work             51     -0.456     -1.417      0.962
   3   Help managing my workload                                      3     -0.285     -1.134      0.849
  10   A time for my frustrations to be heard                        10      0.848      0.011      0.837
  46   Time to reflect critically on my own work                     46      1.121      0.383      0.738
  44   Increasing my competency to do my job                         44      1.782      1.047      0.734
  17   Developing self care strategies                               17      1.045      0.384      0.661
   8   Identifying my training needs and goals                        8     -0.115     -0.759      0.644
  48   Developing effective team skills                              48      0.429     -0.196      0.625
   9   A supervisor who leads by example                              9     -1.334     -1.801      0.467
  45   Joint reflections on positive experiences                     45      0.176     -0.284      0.460
  29   Gaining perspective in difficult times                        29     -0.073     -0.468      0.395
   2   Developing my personal skills                                  2      0.350      0.001      0.350
  41   Joint reflections on problems                                 41      1.462      1.132      0.330
  23   A supervisor who challenges me                                23     -1.477     -1.797      0.320
  31   Discussing the theoretical basis of my work                  31     -0.257     -0.566      0.309
  32   self evaluation and monitoring                                32      0.119     -0.100      0.219
   7   Discussing personal issues as they relate to work             7      0.173      0.004      0.169
  22   Increasing my confidence to deal with difficult situations    22      0.748      0.668      0.081
  52   Developing creative solutions to problems                     52      1.313      1.235      0.078
  28   A knowledgeable supervisor                                    28      0.552      0.563     -0.011
  37   Discussing work procedures                                    37      0.365      0.468     -0.103
  43   Considering better outcomes for children/families            43      1.457      1.607     -0.150
```

39	Being motivated	39	0.761	1.036	-0.275
53	A supervisor who is available	53	-1.009	-0.663	-0.346
25	Hearing examples from my supervisor's work	25	-0.486	-0.092	-0.393
21	Encouragement to be independent in decision making	21	-0.055	0.372	-0.427
4	Having the sessions recorded formally	4	-1.490	-1.037	-0.453
19	Being pointed in the right direction to find out more	19	-0.220	0.281	-0.501
15	A structured session	15	-1.456	-0.944	-0.512
6	Having the agenda agreed before the supervision session	6	-1.556	-0.944	-0.612
11	Agreeing future actions and plans during the session	11	-0.832	-0.102	-0.730
5	feeling free to ask questions	5	0.653	1.422	-0.769
38	A supervisor who understands my role	38	0.084	0.948	-0.863
26	Help to understand the role of other professionals	26	-0.403	0.470	-0.873
20	Confidentiality	20	-1.103	-0.191	-0.912
1	Time to explore personal values in relation to my work	1	-1.222	-0.084	-1.138
42	Discussing work with other professionals	42	0.017	1.322	-1.306
49	Exchanging thoughts and ideas	49	0.300	1.702	-1.401
27	A set, private location	27	-1.980	-0.567	-1.412
54	Protected time	54	-1.737	0.000	-1.737
35	Being listened to and engaged with	35	-0.122	1.892	-2.014
33	A joint decision making process	33	-0.897	1.222	-2.119
50	Consistency	50	-1.596	0.658	-2.254
18	Collaborative problem solving	18	-1.022	1.508	-2.530

Factor Characteristics

```
                                      Factors

                                1         2         3

No. of Defining Variables       15        6         3

Average Rel. Coef.            0.800     0.800     0.800

Composite Reliability         0.984     0.960     0.923

S.E. of Factor Z-Scores       0.128     0.200     0.277
```

Standard Errors for Differences in Factor Z-Scores

(Diagonal Entries Are S.E. Within Factors)

```
        Factors       1         2         3

           1        0.181     0.237     0.305

           2        0.237     0.283     0.342

           3        0.305     0.342     0.392
```

The Correlation Matrix

SORTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1 22f5116n	100	42	38	43	11	26	4	-1	18	43	34	38	55	50	47	31	32	38	44	19	49	59	46	5	11	26	16	8	26	26
2 21f2112y	42	100	29	28	2	14	3	-5	3	47	27	14	33	36	22	17	9	16	32	8	26	46	32	8	1	-1	-1	-5	0	0
3 25f3129y	38	29	100	43	29	45	21	36	47	28	43	26	19	4	11	31	27	6	27	26	24	52	17	18	8	42	12	16	45	37
4 22f3446y	43	28	43	100	14	41	2	7	19	38	32	26	35	23	45	40	19	0	44	-1	30	26	5	20	-17	5	-14	-14	0	-4
5 51f2112n	11	2	29	14	100	35	79	47	80	4	1	24	26	-18	12	11	30	21	7	16	6	23	6	32	11	31	15	16	33	19
6 51f3122n	26	14	45	41	35	100	30	51	37	18	20	27	28	-2	14	32	28	4	6	25	28	32	-1	19	3	57	14	12	57	47
7 51f3122n	4	3	21	2	79	30	100	43	56	3	4	25	16	-17	5	5	29	23	11	16	14	24	6	32	-1	16	6	9	20	9
8 51f4242n	-1	-5	36	7	47	51	43	100	66	-9	1	12	15	-19	-11	5	-7	3	-12	18	6	22	-13	14	22	59	27	38	57	46
9 51m2112n	18	3	47	19	80	37	56	66	100	-3	1	18	22	-15	1	14	14	9	3	7	5	25	-3	30	20	49	32	35	49	37
10 12f5116n	43	47	28	38	4	18	3	-9	-3	100	20	21	18	31	35	36	15	51	36	18	43	31	47	-18	-25	-8	-23	-30	-18	-23
11 12f5114n	34	27	43	32	1	20	4	1	1	20	100	36	21	22	27	31	-5	20	30	20	16	48	29	6	-2	13	-3	-1	19	22
12 12f2114n	38	14	26	26	24	27	25	12	18	21	36	100	23	19	45	49	17	30	54	34	36	34	39	26	-14	26	-8	-7	20	6
13 66f3336n	55	33	19	35	26	28	16	15	22	18	21	23	100	31	24	-6	4	25	28	13	34	42	31	19	13	21	16	18	24	25
14 66f3117n	50	36	4	23	-18	-2	-17	-19	-15	31	22	19	31	100	36	30	-5	28	36	18	40	39	49	-9	2	0	5	5	1	5
15 66f6444n	47	22	11	45	12	14	5	-11	1	35	27	45	24	36	100	48	32	22	44	3	24	30	29	27	1	-4	0	-3	-7	-13
16 77f2125n	31	17	31	40	11	32	5	5	14	36	31	49	-6	30	48	100	21	30	45	11	26	22	40	16	-26	20	-17	-24	14	-3
17 73f2126n	32	9	27	19	30	28	29	-7	14	15	-5	17	4	-5	32	21	100	16	24	-2	7	13	12	20	18	12	22	10	17	12
18 77f3346n	38	16	6	0	21	4	23	3	9	51	20	30	25	28	22	30	16	100	22	-4	24	23	62	-17	-24	-2	-18	-18	0	-5
19 83f6235n	44	32	27	44	7	6	11	-12	3	36	30	54	28	36	44	45	24	22	100	8	27	30	46	29	-7	6	-4	-6	4	-2
20 81f6266n	19	8	26	-1	16	25	16	18	7	18	20	34	13	18	3	11	-2	-4	8	100	19	31	9	5	13	19	16	10	20	17
21 81f5461n	49	26	24	30	6	28	14	6	5	43	16	36	34	40	24	26	7	24	27	19	100	40	43	-4	-1	11	0	-2	17	10
22 12f5116n	59	46	52	26	23	32	24	22	25	31	48	34	42	39	30	22	13	23	30	31	40	100	39	29	24	27	27	28	42	41
23 37f3235y	46	32	17	5	6	-1	6	-13	-3	47	29	39	31	49	29	40	12	62	46	9	43	39	100	10	-7	6	-9	-5	7	8
24 38f324ay	5	8	18	20	32	19	32	14	30	-18	6	26	19	-9	27	16	20	-17	29	5	-4	29	10	100	25	13	26	26	19	18
25 33f1116n	11	1	8	-17	11	3	-1	22	20	-25	-2	-14	13	2	1	-26	18	-24	-7	13	-1	24	-7	25	100	34	90	82	52	56
26 31f5439n	26	-1	42	5	31	57	16	59	49	-8	13	26	21	0	-4	20	12	-2	6	19	11	27	6	13	34	100	43	41	89	80
27 43f2116n	16	-1	12	-14	15	14	6	27	32	-23	-3	-8	16	5	0	-17	22	-18	-4	16	0	27	-9	26	90	43	100	87	59	60
28 47f1116n	8	-5	16	-14	16	12	9	38	35	-30	-1	-7	18	5	-3	-24	10	-18	-6	10	-2	28	-5	26	82	41	87	100	56	61
29 44f6344n	26	0	45	0	33	57	20	57	49	-18	19	20	24	1	-7	14	17	0	4	20	17	42	7	19	52	89	59	56	100	92
30 43f5446n	26	0	37	-4	19	47	9	46	37	-23	22	6	25	5	-13	-3	12	-5	-2	17	10	41	8	18	56	80	60	61	92	100