

Pedagogy Matters: Episode 22 Transcript

Hello and welcome to the latest episode

of the Pedagogy Matters Podcast.

The Purpose of the podcast is to bring the

force from key topics of conversation

in relation to learning teacher,

to discuss to breakdown aspects

of practice and provide snippets,

advice and guidance as to how to

integrate these into our daily practice.

Today I'm delighted to be joined by

Johnny K Jones and expert in the

world of All Things English or Mass.

Johnny good afternoon.

How are you? Hello, Sir.

Very well, how are you?

Yeah great thanks.

Not bad for a Friday afternoon now it's

an interesting take recorded podcast,

but it will hear more committed.

So let's go, yeah.

So I think for the benefit of the listeners.

Kind of both in Scotland and elsewhere

across UK bit of background.

About yourself if you don't mind in

terms of what's your journey been

to kind of get where you are now.

Yeah,

of course I'll cut out the bit of being born.

Going to primary school and

go straight to the.

The the professional focus I was

qualified as a secondary school English

teacher and what feels like a very

long time ago eventually ended up as

a as a head of English in a secondary school,

and then I sort of have an opportunity

arose at the college that had

actually been do as a younger man

as head of English and maths,

or went for it.

Garth had a very successful couple
years and held a similar position at
another college before eventually
ended up as head of teaching,
learning, and assessment.

Newcastle College so fairly fairly varied
and some very interesting and exciting
opportunities along the way, thankfully.

That's fantastic is coming.

I know we we,
we spoke quite a lot about no
vocation education more broadly,
but also English maths.

And that's really the purpose
of today's conversation,
really is to shine A light on.

I guess what your views are,
what your thoughts are,
what your experience has told you
in to provide some some hints,
tips,

perspectives for others that maybe

can listen.

Listen,

think about how they can reflect on their

practice and potentially look at different

ways of taking their thing forward.

Yeah,

absolutely.

So I guess you've probably seen

a bit of everything you know kind

of work in schools and colleges,

but I think what will do is

will start with that kind of.

Delivery of stand alone in this mask.

Open qualifications.

Yeah,

so I guess came from your views

in the in the college landscape.

Uh, maybe can.

However, they change,

or kind of what your thoughts

are on kind of where,

where have you seen that done?

Particularly well and kind of water?

The water commonality is there.

Yeah,

I mean I would say certainly this

even within the last few years

the standard is is improving and

I think you know, as you say,

there's a greater understanding

of what's required.

There's more collaboration between

people within departments, you know.

I think in in those worst case

scenarios where we see silos where

perhaps you know different levels,

different qualifications,

and you know, staffed service.

Different areas of the curriculum

and maybe not on each other,

and I think that's certainly the

barriers around that are being removed,

and I think you know different

colleges within regions are

speaking to each other nationally.

There's more of a more of a

forum of debate and discussion.

Now you know,

people recognize and have a really good

understanding of what their local,

regional, and national challenges are,

and there's a lot more conversation

which I think is fantastic.

I think certainly that you know

a collaborative practice of,

you know,

make sure you've got a a very

engaging curriculum.

And that suits the needs of all

students are certainly think they

have to call my heck of a long way.

But I think for me,

I think a lot of college is a

lot of a lot of you know leaders.

A lot of managers,

a lot of teachers are perhaps

looking at what they're doing and and

realizing that actually then maybe

don't so much and what you need to

do is just focus on the basics and

get the basics right. Keep it simple.

Keep it so that there's that.

That line of communication between

vocational areas between English and

math stuff between students between

parents between guardians and.

All stakeholders know you know what they

need to do, how they need to do it,

and and you know how we're going

to get there.

So it's really.

Just keep it simple and just do

the basics very,

very well.

No,

I think it's response that I'm gonna

come pick on a couple of those,

and I think the first,

but they've been identified really

is going to clarity of of rules and

keeping things really, really simple.

And you're right now.

Fe colleges and kind of Scotch college.

English colleges.

They're very complex beasts and often,

yeah,

I'm gonna say it's easy for things

to get lost in the long grass or

or kind of lost in translation.

So I think the first point they're

gonna pick on there might well

be back by clarity of information

and keeping things really simple.

So I guess what are your thoughts

around that in terms of let's focus

on a lecturer perspective from now?

No terms of kind of working

with their cohort of learners?

What are you?

What are you?

Thoughts, tips or views there to

kind of weird that the students?

Yeah, yeah.

Well, I think.

You know it's it's a very,

very complex based FET colleges,

and rightly so.

I mean,

some of these organizations dealing

with tens of millions of pounds

in unique that they need to be a

complex beast to make sure that the

right things are happening at the

right times from a number of perspectives.

Whether that's you know basic compliance

teaching and learning achievement,

whatever it is, I think for me it's

having that overall vision that

overarching vision of you know this

is this is how we approach things,

not just from the perspective of of

compliance and data and planning,

but also of an ethos innovation.

These are the things that will go

on to do and This is why we're going

to do them and everybody within the

organization knows what those things are.

You know, there's you trim the

fact there are no process.

There's no policies, no actions,

no projects.

There's nothing there that doesn't add

to a positive outcome for students.

Whether that is a qualification

or whether that is just being

able to do things very much more

in a sophisticated manner.

Then you called a year ago.

So I think where we look at planning,

making sure whether it's tight

enough so that.

Everybody's got a general picture

of what they should be doing and

when they should be doing it,

but lotion off that individual LEXIS

can do that with their own flavor in

their own way in their own style.

In it, you know,

really simple example and make

a lesson are my,

you know,

present that lesson and it's it's

a fantastic lesson.

I might give that exact same

plan into you and you struggle to

present that lesson and vice versa.

And I've seen that and we all have,

so making sure there's a framework in
place for planets and people know what
they're doing when they're doing it.
Basic timelines there for everybody to see.
We all know there's going to
be a mark On this date.
We all know there's going to be
these key events throughout the year.
Whether that's as I say,
an assessment or whether that's a,
you know, a swim enrichment in sport,
which means loads Jones.
I'm going to be there,
so not just in English and math,
but everywhere,
and I think also that tracking and
assessment again is as simple as possible
to put the the individual lecture
is a feeding into that bigger system,
so you have lectures,
feeding and maybe they would definitely

get IT department who then reported.

Head of department so that you

have all the view in oversight

of what you need to know.

Matter what your perspective is.

It's kind of holding a little bit on

kind of the classroom practice now,

so individual lectures,

so actually it all kind of fits in.

And I know a lot of kind of practice.

You identified there,

it sounds really simple,

but that's the most effective elements.

You know.

It's in terms of those effective routines,

right?

A lot of the anecdotal feedback

I've kind of heard of from speaking

to lecturers speaking students at

times is that English and math is

harder to teach because straight

where there's a negative stigma

from because why we gotta do this?

Again, I'm not very good,

but I've done this at school.

I've done this elsewhere so guess what?

What are the thoughts of what are the

tips there for a lecturer for a teacher?

They think right?

How can help in their build that

and develop those routines or

behaviors with their students?

What are your thoughts around that?

Yeah, I mean, I think it's there's

obviously the bespoke English or math stuff,

but there's also.

That you would say is good practice

everywhere, so I went very high standards.

Doesn't matter what you're teaching.

If you've got very high standards.

If you're fair.

If you've got empathy,

if you can break things down so you
know we're sort of worst case, isn't,
you know, we've had the discussion.

You hear this.

They should know that they
should know how to do that.

Yeah, well, they don't to teach them.

It's not about you.

Sort of, you know should have.

This should have that.

Just break it down.

I think also from an English

and math perspective,

aligning yourself with you know the

ethos and values of the curriculum

area and working closely with them,

you know.

Can you get involved in induction processes?

Can you do it?

Really brief presentation in vocational

areas and just let students know

that you've got a close relationship
where they had a construction with
construction lectures that you
understand what the challenges
are contextualize and properly.

And and not sort of,
you know,
putting important crossword in the
middle of a of a construction lesson
and saying that that's in bed,
and vice versa, not, you know,
thrown around a couple of
construction examples.

Actually working with construction
staff and in your hair,
dress and stuff to properly embed
and get those top tips in there.

So for me,
I think the basics of those
high standards and, you know,
be empathy for your students.

Make sure that you're breaking
down the barriers and sort of
chunking where you need to,
and differentiating to their level.

And despite what you think
there should be or where.

You know the national curriculum
might say there should be.

And I could really build some
kind of point that that's been
discussed quite a bit this year,
but I guess it's always been relevant.

Special finish mass is around a really
effective initial assessment, no?

But but I'm talking here.

Yes, you might do the college based approach,
but I think more than ever now,
but also missed message.

But now more than ever,
it's really important that individual
with your cohort you do a very

thorough in depth initial assessment.

Really disagree.

I think it again.

Well,

it's a tough one because it depends

what your definition of Thor it is.

I think you know any initial

assessment where you are assessing

them sort of broadly across the

skills that they are going to

need to be successful,

and having seen that

assessment you will have a you

know, a solid idea of what strength areas

for improvement and what the next steps are.

Personally, you know,

think about it, just me.

Days in a school where it's at times

you know that other transition week

from your 60 year seven and you know

you'd be asked to spend the full week

asking them to do a mock assessments.

I'd get more out of a 5 minute

conversation with him on the door.

Then I walked out within an hour mark.

Assessment and I think similar.

I think that there is absolutely

a place for the, you know,

the the more formal the computer based

initial assessment that you know a lot

of colleges as a mandatory step up.

But I think also, as you say,

you've got about that time that snapshot

at the beginning of that first lesson,

and but it you know it can't be an

hour and a half mock because again,

you want my standards and you

don't want students coming out

with a GCSE exam or an assessment,

whatever that may be in the summer,

then coming in to win this essman.

Then coming into your lesson

and doing another assessment,
we've gotta break away from that,
you know, heavy sort of really in depth,
massive lengthy and it's gotta just
be low stakes. But high impact.

Absolutely welcome back purpose.

What's up? Let's do this.

You gotta do some with it and grace.

We absolutely right.

That kind of first four to six weeks
of a when academic session, right?

Yeah,

last thing I do is just kind of break
students down by doing assessment
after assessment for assessment.

In your rate, that conversation,
or something that can really
help you build that relationship
with the students is is.

Is more impactful than anything else.

Yeah,

and by no means am I saying and you know,

stop doing initial assessments and just

have a chat with him and just that.

There are many components and we

have to get a holistic viewpoint and

I'm going to discussion and just,

you know,

watching what they can do and watching

their interactions within the first

session builds up that picture.

Serious and remember a former principle man.

Kinda identify, look,

we're not teaching them as well,

making students literate numerous,

and that's absolutely fine.

And that's kind of what we need to do.

You know,

it's not a stand alone part

of their their study, it.

It's not absolutely fundamental

part in right there in terms

of the communication across our

college across different areas.

But I always go back to

the individual action.

What can you do and what scholars

will hate me for saying this,

but I still regard Southgate

when he came up with the merger.

The term he used was on the process.

Yeah,

and that's kind of what we can

do is actually we can own our

own space with our students.

You know,

some of those points that you mentioned.

There are particularly key in

the ones that really draw back.

I was still going I mentioned

is keep it really simple.

Yeah, look at your curriculum and

say you know we're doing this on

this day is going to help young

people that win prove it's going

to help children to improve.

Its going to help any.

No apprentice apprentice is to improve,

and if the answer is no,

you either gotta scrub or it is

or you've got to put a follow up

in there so that it's valuable.

So as you'll see initial assessment.

If you just, you know, take it.

You doing it sits on the shelf.

Is is it useful?

No, so you either gotta scrub it or

you've got a planning some activity

where you analyze what is being

produced and you put some actions in place.

Whether that is,

you know, an intervention,

whether that is you know,

an adaptation of your curriculum,

you've got to do something with the
numbers that you're constantly harvesting.

And that's it.

And there's been a lot of research

again across a piece around a key

thing for English and maths delivery

and success within the gold sector is

what repeated practice do you agree?

Disagree what your thoughts are on that.

And I I have these discussions

often with I've got,

you know I've got a few friends or work

in primary school and they're telling me,

you know,

a lot of a lot of different things

have come out over the years around.

You know times,

tables or basic rules right away,

but a year six or the end of primary,

or even in the middle school rote learning.

Always works and I think it is our

job to make rotllan interest in

what I call Gorilla Rote learning.

As long as the students don't

know it's rote learning,

I think that's probably the way to go.

If they come in and say no,

we're doing this again.

You've lost them,

so I think making sure with it,

yes, there's repetition,

but it is engaging and it is,

you know,

differentiated in it is creative enough

that the students don't realize it,

because let's have it right.

When you're in a recent position,

or your import 16,

they should hopefully be no.

New content.

There shouldn't be any new content,

so all of it is repetition.

So I think the trick that's a

good practice in post 16 is that

the students don't realize this.

And that's where it comes back to, you know.

I guess my partner can affect

initial assessment because it

will make a really simple nurses.

In that case,

let's say in English as twelve

blocks of learning or 12 things

that learners should be able to do

if its initial assessment really

effectively identify student

is great at six of those,

but needs to focus on you there six,

then that could have tales

are kind of Lesson plan.

Our strategies with learners

to focus on those

areas on that theme, stuff, workloads are.

It's a huge challenge right now.

It always has been, but because of
kovid because of different processes,
different challenges.

An evolution of College in
terms of systems, approaches,
and so on and so forth and less time.

I guess technology may help to
solve some of those time issues.

Yes, other strategies as well.

So I guess for English and math teachers
will listen to this sides must.

What do you thought around
that in terms of what?

Again, what tips or what advice might
you have around approaches to to
either being more efficient or using
technology to support efficiency?

It's exactly the same as is the other.

I think what we've got to see is,
you know, as you know,
technology is is no magic bullet,

and if it's sort of it,

it is likely the technology and the the

most useful and that sort of best technology.

It's just going to supplement the

things that you would do in any

way that was successful and don't

get sucked in by the gimmick.

Don't have you know,

sort of, you know,

you recognize your reference in 12 apps

and you know 15 different YouTube channels.

Keep it simple, use it as supplement.

The good practice that you've.

Already got, so again,

we know low stakes quizzes work really well.

Set up on Microsoft forms.

Set it up on Google Classroom itself.

Marking it does something

that you were already doing,

but take the workload off yet

if we're introducing,

I mean,

you know some of the gimmicky elements.

Where were you know trying to

crawl bar too many things in your

gonna make it too complex and

it just isn't going to happen.

So use technology to supplement the

quality practice that you already had.

It goes back to that magic word again.

Purpose it supposed to do that again,

if you're not gonna use it, don't do it.

It's not gonna add value.

Don't do it,

but in the same breath is that

there's a lot of things out.

There's been a huge amount of

development or last 18 months

more so than last ten years that

might allow that increased levels

of efficiently efficiency.

Rather, that's that reduce your workload.

But again,

it's about the purpose of how it fits.

But I know again different

approaches taken by,

but by lectures in the past have been

country throughout their curriculum

and look at the actual work or not.

We teach what I need is goes back

to what you were saying before.

Put the cut of the car.

It's and again, as you say,

it's if there's, you should never,

ever, ever me.

You should never,

ever,

ever introduce anything that is either not

going to replace what you've already got.

I am all cut down on workload in the

long run because even if everything,

no matter if you know if it will

overtake something introduced at the

beginning will be a little bit of

extra work as long as it

makes something else obsolete.

So whatever you bring in

should get rid of someone else.

Absolutely, and what I would say is I got it.

It takes a statement to do this,

but we've got the technology available

now and almost called you Microsoft

Teams or or chemical crash room.

Or actually there's an abundance

of online materials out there or

materials create or last 18 months

where you Mabel developing mixed up.

Approach students here as well in terms of

tayrona across whatever it is that you feel,

key concepts that you need to do

is to progress with for their mass

delivery of their English delivery,

where you can kind of the same for students

to their as long kind of building quizzes.

So overtime come back that sustainability

point you just mentioned there.

Yeah, there's some huge opportunities where.

You can actually collaborate

as you just alluded to again.

With others in your college or

outside of your college.

Because we're all teaching

the same aspects of mass,

the same aspects of English.

But yes,

I want to make a relevant to our students,

but there's a huge opportunity

there to do something that takes

a bit of time to invest in,

but will save us a lot of time

in the long run.

Well, I think this is this is the positive.

I mean, you know,

offset research paper recently,

and there's there's been others.

Government white papers have come out of

reference to a paucity of research in FA.

I think that in itself is slowly changing,

so access the reset and don't just stick to.

You know, further educational.

Post 16.

Well, we're looking at assessment.

It doesn't look massively different

secondary schools and middle schools or

primary schools look for those key tenants.

Look for the, you know,

the elements,

the pillars that are telling

you what works and what doesn't,

use that to guide your practice.

'cause I think where we talk about

tech you know you get.

You get people in education or just

think if I buy 40 iPods that will fix

a problem and things will improve.

But what are you going to do with the iPod?

What is it you know you going?

Any specific apps?

Is there a specific purpose to that

or do you just think getting you know

getting a laptop and or fix a problem?

Because unless you've got as you say.

The purpose,

but unless it replaces something else,

it warned.

That's it only draws back to the federal

standard application of pedagogy,

which is kind of what the top or all along.

Throughout this their podcast series.

Really, yeah,

education is made more complex by

lots and lots of things and this

is meant to be a criticism answer.

Oonus practitioners reflect and think,

yeah, what difference can we make?

You know everything that you said.

Then let's go 20 minutes have

been really pertinent.

Yeah conscious of time

vocational programs so

our construction extra.

A lot of water here and

this is my construction.

A lot of what I have vocational practices.

That's not my job.

Well, actually it's everyone's job

to make our students more literate

numerate to progress into their career.

So I guess what your views are kind of.

What are your top tips or are very

sore games, so I'll rephrase it.

But people think and actually

I'm learning this math teacher.

I struggle with this myself.

Where where should they start?

How could they do it?

Yeah, I think for me you've got to be open.

You've gotta be honest with

yourself about your own level,
and I think you've got to find a
way to identify what that level is.

Whether that is you know and you know,
again, you don't have to do this,
but you know as a as a construction
lecture is not sure where your level.

Could you sit down and do
that same initial assessment?

It's running 25 minutes.

Give you a really quick idea or what
you need to work on because you know,
we talk about that's not my job.

We've got a professional
accountability and you've got a
professional responsibility to improve
yourself as well as your students.

And if you're not.

Where you need to be for English and maths,
that's fine,

but it's not fine to do nothing about it,

so I think identify what your own level,

what your own standard is.

I think you've got to work with your

English and maths practitioners and

for me it's it's about consistency.

So if we're in construction,

you know there's there's a there's,

you know we're building something

that requires trigonometry to

make sure it doesn't fall over.

And how is that being thought

'cause lightly they've been taught?

The students are being taught it one

way in secondary, maybe three or four,

depending upon how many teachers,

the Adam,

what the ages of those teachers were then.

Getting taught at a different

way from the post 16 practitioner

and then another way again with

the construction practitioner.

If you can just have a really quick
conversation, can I look at your resources?

Share those resources,
embed those resources.

That'll take you 30 seconds to
email or other chat straight away.

That student gets two hits of
the same method.

If you can, you know,
hopefully spaced out across
your respective curriculums.

It's been reinforced,
so again,
that gorilla rote learning.

They don't realize they're getting thought
exactly the same thing in exactly the same.

Where they don't realize that,
but it helps embed it.

And that's in,

I would say the case open,
unless it's also worth just spend 10 minutes

from flat on your cooking with Alaska.

12 weeks I think.

Actually,

where did I teach mass?

'cause like what lectures are

surprised that firstly is is how much

they they teach English must natural

part of their program absolutely

kind of key terms and spellings and

definitions. You know, that's a starting

point definitely and signposted.

And and there's you know there

is the rote learning and again,

you know they don't have to be a sort of,

you know, two day conference where

we all we all along through a

hotel somewhere it put a call in,

you know got it go to the cafe.

You bring this game online

and I'll bring a pen, right?

There is where it's naturally cared.

There's where it's naturally occurring.

I'll send you what I've got.

Instant consistency.

And that's a key.

But it's a natural occurrence X.

I know I still got back to an observation.

There was actually preservation

where the lecture kind of felt that

they had to advertise the students.

Hope that's English mass set.

Actually doing this mask.

What would greatly,

but it's actually what do is

is part of our daily practice,

and that's the key bit into us.

Firstly, again as a whole workforce,

having that awareness,

having that companies are actually

right there because I'm the conversation

because I'm struggling on this.

But how can I do a better?

But the third and most important,

which is where you get the

hook with the students,

which is rather vocational expert.

I'm going to have a slight

advantage sometimes.

Dennis mask.

Standalone lectures.

His students are there for construction

of the applicator, their fair and beauty.

Think about how.

What's actually really needed

within the workforce within the

industry and draw back you know,

and again the things that I think

too often we refer back to the,

you know,

the levels and the programs and the

courses and the qualifications.

If again that construction example,

you know, I'm I'm going to ask

you as a student in the lecture,

how long do you think that'll take that math?

His estimation, number, time, quantity.

You know if there's any sort

of conversation going on,

any form of message being

communicated that English,

and maybe actually think of it

less as math and English,

and think of it more as literacy

and numeracy.

Absolutely right now.

And that's really it.

That's an exercise.

And like I said,

I don't block people who listen to this to

do that is to spend even just 10 minutes.

I drive home or walking the dog

or however you listen to actually

what we wear have a.

Made my students more literate,

more numerous this week or last week.

Got actually little hope that

all were short on time,

but the one example I always go back

to that helps people realize this is,

you know, we talk about *****.

Let's talk about you,

know qualifications.

If you think back to being to nine or

ten years old and you've got across the road,

you've got to estimate wind speed.

You've got to estimated car speed.

Estimate the people around you.

You know many,

many variables,

how quick you will need to be,

how much you may need to

improve or quicken your

pace. Overcast comma you do all

of those calculations as a sort

of seven eight 910 year old.

In a fraction of a second and then
going to see is a 16 year old
after you know 10 and 12 years of
education within you know schools and
colleges also outside with parents,
carers, guardians.

We're friends you do these.

You know constant calculations.

You do that a fraction of a
second and it's a 16 year old.

You can't do long division it's it's
just practice habits and behavior.

That's what comes back soon now.

It's really,
really interesting points and we
have to follow up with another
conversation at different time.

And Johnny I must say what
you've done really well.

We've got 25 minutes without mentioning book.

We couldn't finish this without kind

of sharing this with with with kind

of people are listening to this.

It's obviously you've got a wealth of

experience you know with English and mass,

and obviously you've got it ended up on

end up, not finish journey completely.

Yes, the next upgrade journey is

being developed book, so just work.

We share a lot about what that is,

where that came from and about the former.

Yeah, ended up,

do you know something out on?

But yeah, so I think it was just it was.

It was roughly the first lockdown.

I was head of English and math department

at the time and actually because

I came in from secondary schools.

I'll sort of put myself out there

and said during the beginning

of the journey in FA,

you know I need a bit of advice here.

You know how you do things?

What works for you?

'cause again, that possibly research.

So I just reached out as

many people as I could.

And you know, making phone calls,

emails,

LinkedIn 10 and up it it it colleges

and and just having a poke around

what they do and it it tended to be,

you know,

when we were going through that

first teacher says grid process

will get a lot of messages.

A lot of calls and and I thought actually,

you know I may have some knowledge, you know.

Collected all these ideas from these

people who were better than I am.

Maybe I should put him in one place then.

So yeah,

I had a chat with the the

wonderful people at McGraw Hill.

They were happy for to, you know.

Move forward with it and and brought

it over that summer and so yeah,

improving maths and English

in further education.

Practical guide was sorted and

released in June this year.

Fantastic and I'm going to spend my my well,

my hard earned pennies on that Johnny.

What would I find? What's within that?

Is it kinda is a wide range of strategies,

ideas for potential solutions.

Therefore for individuals in the workforce,

yeah, well, it's it's.

It's pretty much.

I mean it's a it is just that it is

that practical guide for people at

all levels, so there's there's so

much in there for for lectures.

'cause as you know,

as I was ahead of English and math

are still made sure that I thought I

thought it was important that you know,

it was visible that I was doing that.

And also for me to understand

personally what the challenges

were that lecturers were facing.

And what the solutions could be,

sort of trial and myself.

So there's there's so much in there around,

you know, quick wins in in cutting

workload while getting really,

you know, massive impact in assessment.

There's a lot in there about

behavior management.

There's elements in there for for middle

and senior leaders around organizing a

curriculum around timetabling around,

you know the policies and strategies that

you need to put in place and put again,

also motivating staff,

motivating students so you know soft
skills as well as getting your curriculum
right and getting your pedagogy right so.

Really, for me,

I wanted it to encompass the
entire sort of college experience,
no matter what level of staff was involved.

No, that's fantastic.

Johnny and I have read it and it's
a real fantastic snippets in there
and just some ideas in the cable
is it makes you think and that for
me is fundamentally that we deal
with in further education is it's
that perspective of others which
we can use and reflecting.

Actually how can is that relevant to me?

Help me.

He's up to inform my work moving forward
and this is a great starting point.

So yeah,

I I certainly recommend listens to

to take a look at that and have

a read of if it's a interest.

But John Friday afternoon generally

thanks very much for your time.

No, it's it's been a very,

very quick half an hour.

Will be loads,

loads of ideas and topics and

snippets and ideas of we've got

practice and like I said,

I hope it's going to be refused to do lists,

so thanks very much and cheers

for joining us. Real pleasure.

Thank you man,

thanks.