

Di Swift Podcast Episode 3

James Coleman:

Hello, and welcome to the latest episode in our series of TEMZ podcasts. My name is James Coleman and I'm delighted to say that on today's pod we're joined by Keele and North Staffordshire Teacher Education, Executive SCITT Director, Di Swift. Di talks to us about the vital role teacher educators play in the journey of a trainee teacher and we unpick how co-analysis can help build effective professional relationships. So, if you're sat in the classroom after a long day, on a dog walk with your headphones, or driving home on the motorway, thanks for tuning in, and welcome to the TEMZ podcast.

I'm delighted to say I've got Di with me now. Good afternoon. Di How are you?

Di Swift: Hi, James. I'm good. Thank you pleased to be here. How about yourself?

JC: Very well. Thank you thrilled to have you on the podcast. Thank you very much for taking the time to join us. How have things been? We're recording this at the final throes of the academic year it's July. How are you feeling?

DS: Yeah, so well, it's been a different year. We said goodbye to our current cohort probably a week or so ago and we said to them that they didn't anticipate in September training to teach during a pandemic. But really, they've been so humbling in the way that they've embraced the online learning and been desperate to improve their pedagogy and just really so proud of them in the way that they've engaged with the opportunities. So we said to them, they're well prepared. It's been a different training, but they're well prepared.

JC: It's been amazing how resilient I mean, just the teaching force in general, I guess, you know, we could we could extrapolate that away from trainees but for trainees especially who are trying to, you know, navigate their way through their first year, possibly even in a school, just how resilient they've been across kind of all providers?

DS: Yeah, yeah, I think it's when the trainees look at what motivated them to come in to the profession and quite often that motivation is about using education positively to transform the lives of others, that principles held. And so I think that's given them a motivation and a moral compass to navigate some of the difficulties that they've perhaps been thrown at them. And so yeah, I think the whole profession can hold its head up high in the way that it's been part of the national response.

JC: Yeah, absolutely and for trainees as well, you know, in lots of ways they've missed out in terms of school time, but actually they've been prepared so well for a career in teaching through the resilience that they've had to show in the very early stages of their careers.

DS: Yeah, it's been interesting hearing. Some of our current cohort have been speaking to the new new recruits, new cohort. And it's been an honour really to listen to them but they've shared exactly that, that they've learned different things, but it's actually given them a time to reflect perhaps more deeply to be more reflective, more self-analytical, and they feel that that again, is enabling them to look forward to whatever September has to offer with renewed vigor.

JC: So, talk to us a little bit about your role at Keele in North Staffordshire Di, you're the Executive Director there. Do you want to just give us a little bit of background on your provision, the context those sorts of things?

DS: Yeah, yeah. So we've been a SCITT since 2014 and we had quite an interesting birth if you like in that we work in a collaborative partnership/provision with Keele University. So prior to that, just for two years Keele offered a primary PGCE and then as the time of school directs in school led partnerships came in Keele migrated its provision to Seabridge Primary School, which became our lead school and now part of Shaw Education Trust. So we're a little bit of an unusual provision in that we're a school led partnership that works in a very close way with our local HEI provider. So we now serve a partnership of over 120 schools, those schools are mainly located in Staffordshire and Stoke on Trent and it's a predominantly primary partnership but we do have a large number of special schools working with us because we're privileged enough to have a special needs pathway. And we also have quite a number of middle schools who work with us we've got several areas that still operate a middle tier and those schools like us because one of the other features of our provision is that we offer subject specialisms. So we're quite a large primary SCITT provider and I'm very proud of the way that we serve our partnership of primary middle and special schools. And also proud of the way that we work in a social mobility opportunity area. So we work very closely with the Stoke on Trent, opportunity area.

JC: I visited, I think, just before the lockdown, actually about three or four weeks before the lockdown, I spoke to one of the subject leaders around within the program, do you mind just talking actually about how you think about foundation subjects and the spotlight that you put on those that the system that you have in place, because I think it's a really successful model. And certainly when I came to visit, I was really impressed but also, it just it struck me as being a very good system for supporting those subjects.

DS: Yep. So since our inception really, we've really tried to value the significance of subject knowledge and subject expertise. Of course, that can be somewhat challenging as a primary teacher when you're trying to navigate 10 subjects and you're trying to be mindful of the quality in terms of your planning and teaching and learning across that range of subjects. So one of the things that we did when we set the program up was we offered applicants, a specialism. So for their specialism, they either need an A-level, an element of their degree or experience that relates to that specialism and we've got seven specialisms including PE, Art and Design, English and the Performing Arts and Geography and History, Science, English and Maths, so a range of specialisms and what we wanted to do was enable our trainees to be confident of that high quality, rich and varied curriculum. So during the course there are eight specialism days so we take the same theme for those days. So it might be subject leadership, it might be working children identified as having English as an additional language and you do it through the lens of your specialism and our thinking is that if you're confident at that subject area you can dig a little bit deeper in terms of your understanding in relation to those key themes. So trainees are able to follow their passion, but also use that passion to respect the subjects in the curriculum as well.

JC: My question was going to be pretty much exactly that dialogue. What sort of impact does that have but, obviously for the for the podcast this is part of TEMZ which I know actually you've been part of in terms of setting that up and so our focus is going to be a little bit on mentors and the role that they play in the teacher training year. From your point of view, and you know, based on your experience, how important is a mentor to the experience that the trainees within your provision

have?

DS: Yep. So we actually call our mentors, Teacher Educators which I know is something that NASBTT value as well. So part of the reason for that is that we feel the role of a Teacher Educator encompasses coaching, encompasses mentoring, but also encompasses that education of the beginning teacher in relation to the professions, big ideas. We also like the term Teacher Educator and borrowing really from the Dutch model where whether you're based in a school or a university, whatever provision you're based in you're called a Teacher Educator, you're responsible for that wider education of teachers. So without, putting pressure on our Teacher Educators, we say they're the linchpin. They're the core. They are the key people in your school lead provision.

JC: That phrase Teacher Educator, as you say, encompasses more than just that relationship between not that that isn't vital, it's a hugely important part of that relationship but there is more to it than just being able to communicate effectively between the two of you and mentoring in that sense. There's a wider scope for mentors or Teacher Educators as part of their role.

DS: Yeah, absolutely James. So as you say, those relationships are key. So we talk with our Teacher Educators about the relationship with their trainee with their peers is key, but also their relationship with knowledge with professional knowledge is another fundamental element of that role. And it's maybe that relationship of knowledge that that's been particularly important to us in developing within our partnership.

JC: So building on that, because Teacher Educators are busy, they will have a lot of other responsibilities, they'll have a lot of things that they are responsible for alongside the trainee that they're working with. What have you done within your own provision to support that process to empower those Teacher Educators to get the knowledge that most of them will desperately want and will potentially need? But maybe aren't/haven't had the experience yet to know where to go or what to do in order to get that knowledge?

DS: Yeah, so we've done a lot of work with senior leaders within our partnership to really value the role of Teacher Educator. Not only in terms of enabling the next generation of teachers, but also the way that it helps the Teacher Educators themselves, think about their own pedagogy and their own curriculum design their own philosophy in terms of assessment. So we've worked with the partnership to really have the Teacher Educator role as a middle leader role as a career pathway. And so we're very excited about the work that NASBTT has been doing with the Teacher Educator and Mentor Development Zone. So we're also very excited about what might be coming in terms of the specialist MPQ's that are developing, and particularly the one in terms of teacher developer. But what we wanted to do with the partnership was give the role status and time almost on a parity with the SENDCo within it within a school and so in a school led provision developing ourselves in the next generation of teachers is fundamental in terms of having that high quality impact on pupils and pupil progress.

JC: And how did you go about kind of communicating that with your partnership schools? How did that process work?

DS: Yep. So within the program and all our Teacher Educators are with us for a day at the beginning. That's a non-negotiable, it's within our partnership agreement. If someone had asked me when we introduced this six years ago, can you do this I would have doubted it, but it's just been a non-negotiable and I think now our schools are so confident of the impact. So at the start of both

placements, the Teacher Educator and the AT (the Associate Teacher we call them) are with us for a full day. And in that day, not only do we spend a little bit time on the inevitable paperwork, but we've tried to also supplement that element with the equivalent of podcast so that we don't have to spend too much time on the important but the functional. But then we've introduced them to the way of working, including co-analysis and some of the expectations in terms of the way that we would like them to work together productively in relation to this bigger professional knowledge. So, so making it core and non-negotiable has been key and I'd say to other partnerships, you've just got to hold your line a little bit on that one, and then people will see the benefits.

JC: I think that's absolutely the key point isn't it is that over time, people will see the benefit to their staff, you know, if they're going away and having CPD effectively, that's really powerful, that's impactful on them, the impact not only on the trainee, but also on the Teacher Educator themselves, schools are going to be far more positive about giving them that time out of class.

DS: Yeah, absolutely and I think it's also that wider, you know, we're all concerned not only about recording but retention within the profession. And a lot of the research evidence is very consistent, that one of the key indicators of high retention is where people benefit from a high-quality Teacher Educator or mentor. And so both beginning teachers and **RQT's** and folk early on in their career benefit from that, but also more experienced colleagues very much valued that pathway. And that is focusing on that essential element of being a highly successful class-based teacher. So it's been a win-win for our partnership, not only in terms of high recruitment and retention figures, but also the retention of experienced colleagues.

JC: You mentioned earlier about co-analysis, which I know is a cornerstone, really of the way that your Teacher Educators work with your, with your trainees. Can you talk a little bit about what co-analysis is? Give us a bit of context as to what co-analysis is?

DS: Yeah, yeah. Thanks for picking up on that, James absolutely. So we were mindful, and I guess other people will relate to this. We were mindful of the significance of feedback and we used John Hattie's work and Helen Timperley's work and were very persuaded by the importance of feedback in professional development. But what some of our own evaluation was also telling us is quite often in feedback and even if you start with the praise, people will half listen to the praise, but they're waiting for the but and, they're not always engaging with everything that is being said to them. So then we've looked at also some of the research that have been done about dialogue and using a dialogic pedagogy in our classrooms with learners, and so philosophy for children and communities is something that's also very important to us. So, we looked at this notion of dialogue in the sense of developing understanding together and we use some of the NASBTT materials about listening empathetically and so, whilst feedback is important, we very quickly embraced feedback within this co-analytical, dialogic space. And what we mean by that is that we have an enquiring conversation in relation to practice. So, a lesson is then co-analysed so, the Associate Teacher and the Teacher Educator co-analyse it, they've both got something to say. And they use the lesson as a resource and to analyse in relation to a big idea in teaching, so in relation to curriculum or in relation to pedagogy or in relation to assessment, and what we find is that the AT rather than being done to the Associate Teacher, rather than being done to, they have to take the initiative and offer their thinking, why did they construct that lesson in that way in relation to what they know about assessment. That then means that the Teacher Educator is asking probing questions to find out more and so that they're encouraging the beginning teacher to analyse and take responsibility for their learning. And to be honest, both the Teacher Educator and the Associate Teacher co-learn. So they're being co-

analytical, they're learning from each other in relation to these big ideas. Does that make sense?

JC: Absolutely, it makes sense. And it sounds like a really fruitful process. But as you say, both the Teacher Educator and your Associate Teacher, which I think is a really important element of a successful relationship, in that context. How do you support that process for, you know, let's say you're in October, and in a typical year, I know at the moment with COVID, perhaps those systems aren't as they normally would be. But when you have perhaps a new Associate Teacher, a new Teacher Educator that you've not worked with before, who perhaps isn't aware of how to implement that strategy or to work that way? How do you support specifically really the Teacher Educator to deliver that sort of processes and to work that way?

DS: Yeah, yeah. Good question, James. Thank you. So being co-analytical we talked to a new Teacher Educator about you, you need to listen carefully to what your Associate Teacher is saying because you need to use your knowledge in a different way. So rather than using our knowledge of teaching and learning as knowledge to tell, as knowledge to impart, what we're encouraging the Teacher Educator to do is to use that knowledge to listen carefully to what the Associate Teacher is telling them so that the Teacher Educator can then guide them or pinpoint or choose what to emphasise with the beginning teacher so that they can best develop. So, being co-analytical is really challenging, you're using your knowledge about teaching in a different way. One of the hardest things to do is to be quiet and not to tell.

JC: Especially for teachers!

DS: Yeah, absolutely! And I'm not the best role model. So it's interesting when we get folks to do transcripts, and so we do ask them to transcribe a dialogue and productive co-analytical dialogue should be, the transcript should show that both the AT and the TE are doing as much talking as each other. Whereas quite often in when we transcribe a feedback conversation, the Associate Teacher quite often doesn't say much. And therefore, we don't actually know how much they're absorbing. Whereas if we're asking them these probing questions, in a way for the Associate Teacher there is nowhere to hide and they need to share their knowledge, they need to explain it, they need to express it, and then the Teacher Educator can listen carefully and know which elements to pick up on and progress.

JC: Just reflecting on that process, you know, it seemed like certainly from my teacher training, you know, that's such a shift from how I experienced the feedback that I would get or perhaps the mental relationship that I had during my training. What's the impact that you've seen of moving to a co-analysis system? What sort of impact does that have both on the Teacher Educator, and on your Associate Teacher?

DS: Yes. So maybe start with the Associate Teacher again, we everybody's different. And some Associate Teachers will embrace co-analysis quicker than others. So we still, if feedback's still important to us, that's still part of the package. But what it means for the Associate Teacher is they need to take responsibility for authentic analysis on their lesson early on. So we talked to them about authentic analysis, that they don't modestly say, well, I don't know how that lesson went, when actually they know that that was a lesson that really had high quality impact on the learning. So we want them to be authentic and say well, I think that went well because I was really pleased with the way that the children responded to the grouping or the oral questioning. So it means that the AT right from the beginning has to think about their experience in the school that were their

training in relation to those bigger ideas. Quite often what the Teacher Educators are feeding back to us is that they find that they get far more personal satisfaction from the dialogue with the beginning teacher because it's a two-way dialogue. And quite often and the Associate Teacher is sharing information with them that makes them think differently. And they enjoy if you like the intellectual challenge of working co-analytically.

JC: The thing that struck me then in terms of your Associate Teacher as well that's one of the hardest things, I think for somebody very early on in their training year to see that bigger picture to see not just, you know, behaviour management in isolation if maybe you've had a tricky moment in one of your first lessons that you're teaching, but trying to see the bigger picture, and it sounds like that process really supports that.

DS: Yeah, absolutely. And what I think it does is move them very quickly beyond recipe to repertoire. So rather than looking for a single solution, they're building up this sort of toolkit of a range of solutions and through co-analysis, they're trying to reason and justify the choices. So if the lesson goes well, they've perhaps been able to make productive choices in terms of the learning. If the lesson doesn't go well, then let's analyse what are the strategies could you have used what other strategies were available to you and why wasn't that your first choice and why might it be a different choice in the future?

JC: Looking at it from a Teacher Educator perspective, it sounds to me like it also takes some of the pressure off the Teacher Educator in that process, especially if it's perhaps a new Teacher Educator who has not done it before. It doesn't, it's not all about them, and just them giving feedback to someone who's sitting there and having to take it all in. And then, you know, something profound comes out of your mouth, but then impacts on them. Sounds like it's much more of a shared process, which can take the pressure off the Teacher Educator.

DS: Absolutely. I mean, one of the, we've had a project recently where we've used this and it takes a village to bring up a child, it takes at least one school probably more than that, to bring up a teacher. So any Teacher Educator, if you like, is the conduit for the beginning teacher to access information, so we don't need to know it all ourselves, and we need to be able to signpost, so again, we're really excited by the Teacher Educator and Mentor Zone area that NASBTT are developing because that will become a good signpost for us. And the Chartered College of Teaching we really like Early Career Hub, that's another lovely place for us to signpost folk to and encouraging the mentor to signpost, other people within their school or group of schools. And no one person needs to know it all when we need to know where to signpost, the support.

JC: One of the things I want to touch on was new mentors because obviously, as part of the TEMZ and a lot of the people that visit the site are potentially Teacher Educators that are doing it for the first time that are looking for support. That element of not feeling like you need to know everything and being comfortable enough to not only admit but to communicate to your Associate Teacher, trainee, whatever it is within your provision that you call it, being able to have an open conversation about the fact that you're still learning about the fact that you might not know something yet, but someone down the corridor is a real expert in that area. Perhaps you can share that process together.

DS: Yeah, absolutely. And I guess, and for me, James, within the wider profession, we should be modelling that we are all lifelong learners. So again, within our partnership, I don't mind confessing to it's not far off, soon be 30 years in the profession and you know what I'm still learning and every time I go into a classroom, I think differently, I learn something different. So if we want our pupils to be curious and embrace learning, then we need to model that ourselves as learners. So as mentors or Teacher Educators, modelling to our beginning teachers, that actually part of the joy of teaching is that you're never finished. You're never the finished product. You there's always something more to learn or another dilemma to think about the response to and that that should be a deep joy.

JC: Absolutely, and something that not necessarily in every profession, you get the opportunity to do either. One of the things that I guess over the last few years that's changed is that certainly from when I trained and I think trainees or Associate Teachers now leave provisions with far more research and theory underpinning some of the work they've done throughout that year. If you have a Teacher Educator who maybe is maybe not familiar with an approach, or some theory, or some research that their Associate Teacher is bringing to them and is asking to implement or is wanting to implement, what sort of advice might you give them in that sort of scenario?

DS: Yeah. So I guess this is where the co bit of the co-analysis and is really important and the relationship so we will be encouraging our Teacher Educators to be open, to maybe engage with that work themselves. So quite often, one of the things that we encourage beginning teachers and mentors together is to both read an article and then to come back and share that response. And again, one of the things we're very mindful of in our partnership is that there shouldn't be a theory practice gap, there should be a theory practice relationship. So how does our practice relate to maybe that more theoretical position? How does that more theoretical position relate to our practice? And also that teaching has got an interesting relationship with research and the probably aren't single solutions. So there probably isn't, or very rarely, and I can't think of one where there is a single piece of research that gives us a solution. So it's being open to the fact that that research opens us up to other possibilities in the same way that practice opens us up to other possibilities. So for a new mentor who's maybe not for with something you shouldn't think, Oh, I should know that because of course you shouldn't, you can't possibly have engaged with the range of research. It's about the new mentor being curious. Tell me a bit more. Where can I find out about that? Right, let's have a discussion about that when I've engaged with that piece of research. So....

JC: That reflects that co-operative relationship, doesn't it? That's a perfect example of how that relationship is a co-operative one between the two. The two people involved.

DS: Yeah, absolutely. I mean, the mentor, the Teacher Educator is still the boss if you like, you know, it's an asymmetric relationship in that the Teacher Educator has got that responsibility for the beginning teachers development, but it is a far more collaborative co-operative approach, as you say.

JC: Thinking about new mentors. Maybe most likely will be linked to co-analysis but moving slowly. be away from that conversation specifically, like I said, we'll have a lot of people tuning into the podcast that are potentially new mentors, Teacher Educators who are looking for advice. If you could summarise, it's very difficult to do, but if you could summarise a few golden nuggets that might really help someone at the beginning of their journey as a Teacher Educator, based on all your experience, what would what would that be?

DS: Yeah, that that is a challenge! So the golden nuggets, to care and to care enough about the person who's made a commitment to the profession. So to care enough to widen their view to show an interest and to listen carefully and to be open and to make I know, this is difficult, but I'm going to say it but to make time for them to make that quality time and that can be hard as a new mentor.

JC: I think you're absolutely right though in that the first thing you said was to care and if you have the best interests of that trainee Associate Teacher at heart then you will find a way to make time because it's something that is on your agenda. It's something that has importance in your own mindset.

DS: Yeah, absolutely. And I guess all of us in our careers can think back to the mentor that made a difference to us. And maybe it's passing that gift on in terms of again, thinking about the contributions that we make to the profession. So again, a phrase we use within our SCITT and I'm sure many folks do is we're not just training for school, we're training for a career and, it's thinking about that bigger picture contribution that you're making as a mentor and again, to use that as a joy, not a burden.

JC: Absolutely see it as a wonderful opportunity to give something back. Yeah. I'm going to drag us away from mentoring just for a moment because on each podcast we ask our guests our 'Top Five' which are five questions based a couple based around education and mentoring and a few just to get to know our guest slightly better. Are you happy to take on the top five Di?

DS: Yeah, a little bit worried now James, but absolutely!

JC: Nothing, there'll be nothing to catch you out I promise! And so first one is, again, it's a bit like the you know, if you can give one bit of advice to a teacher or to a mentor, almost impossible to choose, I think, but if you absolutely had to, and it could be maybe if it makes it easy you could choose one that you've read in the last 12 months or something - Your favourite book?

DS: Yeah, that's the tricky one because I guess my one of my escapisms is reading but I guess the book that's coming to mind is a book by Viktor Frankl and the title it guess in some ways is a bit dodgy, the title is 'Man's Search for Meaning' and but it's actually about he was an Auschwitz survivor and so the book talks about hope and sort of hope in terms of using purpose to try and seek out meaning in some tricky circumstances. So it's quite a short book, a brief book, that it's not difficult to read, but the content is something that stayed with me and stays with me for a long time.

JC: To anyone listening I promise this isn't planned, I ordered that book on my Kindle yesterday!

DS: Really well, James. It's really made me think so. Victor Frankel's argument is about you, taking control of some of the circumstances that are thrown at you but it's such a hopeful book out of such gritty circumstances.

JC: Well, I was I was already looking forward to reading it even more. So even more so now. Moving on from your favourite book, which are now very excited to read! Your most important what you would deem as being the most important skill as a teacher. Again, these are tough, they're called the 'Big Five' for a reason. What do you think the most important skill as a teacher would be?

DS: Yeah, so I think well we've already mentioned care, and I think it's that therefore careful listening. And so to be able to listen carefully.

JC: Lovely. You're hosting a dinner party. You can have anyone throughout history up to the present day and perhaps there's going to be five or 10 people there. Who would be the first person on that list? Who would you absolutely have to have at that dinner party if you could have anyone throughout history up to the present day?

DS: So again, that's a really, really challenging one, James a difficult one with a, I guess I am the person who's immediately coming to mind and maybe it's because of the circumstances we're in is Jacinda Ardern the New Zealand Prime Minister. I'd love to find out where she gets her moral compass from I'd love to find out how she's been able to present herself so confidently, in relation to her ethics. So she's, she's the person who comes to mind at the moment, James.

JC: She would be certainly at the moment, what a fascinating conversation that would be and just she's a wonderful example of a leader for anyone I think in any work or any job or any role that you're doing. And mentors an important skill for a mentor?

DS: Yes so....

JC: We spoke about care, didn't we? I guess you kind of already answered, I'm re-asking the question.

DS: Yeah, that care also maybe we talked about appreciating that it's a strength to not know everything. So I think that that might be it that actually a strength is recognising that you're a connector rather than that you should be the only resource and that you're the resource that connects and it's a strength not to know it all.

JC: Yeah and the impact that can then have, as you say, when we're talking about not just training someone's be an NQT or whatever, but actually for their entire career, by you modelling that sort of attitude, the impact of that can, the lasting impact that could then have on your trainee teacher is huge.

DS: Yeah, absolutely.

JC: And very last but not least This is the one I would find hardest because they answered the list of answers is limitless from my perspective, but your favourite food? I don't know if you are a foodie or not Di?

DS: Yeah, I do. I am a bit of a foodie and I guess. Yeah, and like for you, it would be a long list. If I had to identify one a real treat sometimes is, I love seafood, fish food. So perhaps salmon. Salmon would be my favourite food if you pushed me.

JC: That's very good. Very healthy. That's impressive and impressive choice. I was expecting lobster or something, either, very expensive or very unhealthy. Salmon is a great choice.

DS: Thank you. Yeah, no, that's it. That's a treat.

JC: Your GP would be thrilled to hear that though. And right, well, other than those top five and unpicking all of the work you've done around co-analysis that's everything for the episode. A huge thank you Di for chatting through all of the work that you've done with Keele, and all of your experience and the advice that you've passed on to any mentors or Teacher Educators that are listening. And it's been fascinating to hear everything that you've created at Keele and your viewpoint on all those things.

DS: Thank you, James. It's my, my pleasure. It's a privilege job, isn't it working with the next generation of teachers? It's just and we're so lucky to do the work that we do.

JC: Absolutely and I know that next year, despite all the challenges that are ahead of us. You're looking forward to it.

DS: Yeah, absolutely. And in some senses, or almost even more so because I think it's reminded us of the essential role that we have not only and for each and every individual but also for the communities that we serve.

JC: Absolutely, well, best of luck to you, your Associate Teachers, your Teacher Educators, anyone who's working with the program. And again, a huge thank you for being on the podcast.

DS: No, thank you, James.

JC: Thanks again to Di for appearing on this week's podcast and thank you to you for tuning in. As always, please do check back to the TEMZ website to find a wealth of free resources and guidance to support Teacher Educators in their role. You can sign up for free and we're constantly updating with new content each month. We'll be back for another podcast very soon. Until then, stay safe and goodbye.