

Starting on the Right Foot

- Reflect on what your role is in the writing working relationship. It could be: supervisor, supervisee, facilitator, member of student-led writing circle etc.
- What does your role entail? Consider responsibilities, frequency, audience/other part of the writing working relationship.
- How do you actually go about your tasks? Here think of the 'how we actually write' reference which sees writing as inherently neurodiverse. Think of your thinking patterns, material circumstances, timings and ways of phrasing ideas and or feedback. Do you use visualisation means, intellectual maps, text, audio etc.
- What should the other part of the relationship expect from you?
What do you expect of them?
Exchange your reflections on the above.
- Contractual stage - this comes from coaching terminology and it refers to what other people call 'housekeeping'. It is the stage in which the members of the writing working relationship agree on a common way forward with transparency on expectations and responsibilities.
- Set a time to revise this 'contract' in order to encapsulate the dynamic character of ways of writing and learning. That could be accompanied by a reflective session about how the 'starting on the right foot' worked and how (and if) it can be improved moving forwards.

Eirini Tzouma

Academic Development Advisor in the Durham Centre for Academic Development
Contact Eirini: eirini.c.tzouma@durham.ac.uk