

Pedagogy Matters: Episode 2 Transcript

OK.

OK, welcome. Welcome to Pedagogy Matters podcast. I'm joined today by Marc Steutel

welcome. Thanks thanks Jonny. Thanks having me. What would be great is if you don't mind just giving a brief introduction as to who you are, what you do, what your background is, experience and so on and so forth would be fantastic.

Yeah, no problem. Um, I probably feel like I've kinda lived a jewel careers such in in in kind of education. You know, in the further education sector and you know more recently higher education in in a further education settings or college based higher education and at the same time I've kind of like a parallel careers in sports coaching. Specifically basketball coaching, kind of working from from grassroots level. All the way through to kind of international elite are such working, you know culminating currently with working with the Great Britain Senior Mens national team. I'm a current role in education. Is Emma curriculum leader in sports and uniformed public services, specifically in higher

education. But like I say, that kind of started off, you know, you know, 4 five years overseeing kind of further education, a range of different different sports courses, predominately with coaching, sports, science, sports development. Now that's fantastic. Thanks mark. And I guess it is really useful for them to know that after we've worked together for the last 10 to 12 years, and I think without trying to blow your trumpet here, a big part of your work and where you've had such an impact both in the classroom and on the basketball court is really relationships that you built with your peers with your players with the participants. And I'm from the outside looking and that's been fundamental, and that's really the focus of this episode of the podcast is focusing on effective relationships with students with staff with peers. But with the greater focus of remote delivery, you know for the last 10 months. It's been a very weird discombobulate and actually very discombobulate in terms of its run. Everything that we know up in the air. But actually the fundamentals are absolutely still there. I'm not sure. Asking the same from your experience mark as well. I

think that I think you kind of touched on it Johnny and you know you and I have discussed this professionally, you know, and and I would say in the best possible way, like within our relationship, you know challenged each other at times.

With this you know with with like the lens in which we see things through and you know different kind of traits in how people have have a perspective. You know. So empathy and you know different emotions that underpin it and. I do. I do pride myself on relationships and you know, I think sometimes you talk about that in different forums and it kinda hold yourself accountable to it. You know, in team meetings for example, it's something that I do talk about. Becausew it as you've said, it is absolutely critical and it underpins.

You know what we do within teaching and learning underpins that, so yeah, in terms of the latter part of your question about it being remote, I do think that it is absolutely critical you know in the world that we're living in now how you and I are conducting this via via a computer screen. I think that it is still fundamental to getting.

Success for, you know, for a range of different stakeholders you know. You know tutors, learners working you know working with peers you know working as part of a team of teaching colleagues you know reporting up to line managers and senior leadership teams you know. Relationships for me is it underpins everything? Yeah not fantastic. I think. Also when preparing for this and in conversations that we've had.

Again, and this is being thought of my last 10 months, it's often sometimes underappreciated. You know, from a teaching perspective, the relationships that you have with learners and with your peers, I guess, were taken for granted, and if anything, the last 10 months is really highlight the things that.

As individuals as a sector we take for granted, and I think the key element is relationships. I remember many, many years ago there was a great Ted talk by the late so Ken Robinson and he said the heart of education is the relationship between teachers and learners. That's what about and everything else that we do. We should be focused on making that the best relationship possible. And there's no abina. I'm gonna see a truer sentence and not right now, because

everything that everybody has known. Teachers, students, parents, parents, colleagues have gone or is changing is a different forum. And you're sitting.

There were doing this over Microsoft Teams goal.

It's like we've never not not seeing each other that makes sense, you know, so it's really, really important that that that this is a key point for teachers and students to to focus on to development, to continue to improve and to talk to that

Johnny the. We are, as you know, obviously I'm based in in in English education and you know the minute we're talking a lot about knowledge, skills, behaviors and and you know one of the keywords that we always talk about his resilience and how we develop resilience in our learners. I definitely think it's under appreciated on how we develop relationships within stuff you know, and it's something that I know for a fact within, you know, I've got line management responsibility for you know probably.

8 at lecturing stuff. And it's something that I discuss with them or relationships, and it's I'm always conscious. You know it because I've done things a certain way doesn't necessarily mean it's the right way. It means what I think perspective

for me at that time. And it might not be effective for a different person who sees things differently, and I've got, you know, different skills, but we always talk about. I think it's easy for it, for a lecturer, for a teaching member of staff to talk. You know, in my discipline, sports coaching, relationships and communication is everything. So it's easy for me as the the perceived person of authority to talk to my students about relationships where it becomes more challenging is development of staff within that and it's kind of a given where or you were in a business of of teaching and learning. Therefore you must be able to generate effective relationships and but I absolutely agree. I think it's so pertinent that it's an under under appreciated, and it may be, you know, it needs to have more purposeful planning.

On how we can develop the ability to develop relationships with other staff, I think that is so that's so critical Now, I think that's really important. It's really interesting there as well. Think of the first part, will talk about is one of the fundamentals of affective relationships. You know, I think it's different layers in different tiers, whether that be

manager, lecture, lecture, lecture, lecture student and student student. You know there's different tiers there, but I think across all of those different tiers, there are some core fundamentals. So guess what? What are your thoughts around narrow kind of water?

These both in the sports context as well as the education context of the fundamentals of those effective relationships. Yeah, and I think it I would probably.

You know, start and start the the answer to that by saying I guess some of you know these are my thoughts on what I found.

To be effective, you know and everyone talks about kind of being a reflective practitioner, and I think it's important to say that there's you know there's absolutely relationships that I've got wrong. Absolutely, you know, in a professional setting, and I think it, they're probably the ones that I've learned from the most if that makes sense, I think. So you know, this is against my experiential learning from a range of different working with teachers. You know, I've worked as you and I worked together. As you know, I was teaching learning coach where I'm working with. All the other stuff on you know improving their pedagogy.

So. So yeah, I think there are principles of it, and there's definitely some fundamentals and the one thing that I would say is about. Trying to get a connector, you know, trying to get a connection with the person and it's I don't want this to counteract one of my other areas which is about being authentic and being honest because the reality is in a professional setting there has to be some type of professional respect and a professional buying, you know, because the reality is I think most people you know I always used to pick a figure out of the air of you know if I was working with a range of college you know 75% of them wanted to buy in.

That was just my experience and 25% wouldn't. And the ones who wouldn't. It took a lot of time and effort just to train have.

General kind of pleasantries. Hey, how are you? How's your day going? Hey, you know these type these little kind of honest thing. So I think having a connector with somebody and you know where we're working in an education setting for me I will try and make that to be about teaching and learning. You know, because I think we need to talk about that more in in my sports kind of background, you know the connector is basketball so it's kind of just building, you know,

general relationships and. I guess having some the art of questioning the art of listening, you know, I think when you're establishing a relationship in the in the infancy, you know a question and listening to the answer is so. It is so important you know specific example would be if I was a teaching learning coach and I was working with a member of staff who had either self referred to me which let you know, to be honest, didn't happen very often or it was, you know, there's been a process that's LED them to kind of working with me as a teaching and learning coach straight away. They probably got some perceptions and barriers up. So you know, getting there.

Barry is down at times, can just be, you know, can just be asking purposeful questions and the art of listening and responding.

Really important points, and I think there's two elements which really underpin that which are in a linked in terms of the first one. He said as being authentic absolutely, and I think in this current climate, the current situation. You know, obviously this. We actually need a must adhere to professional boundaries, but it's about being authentic about. Yeah, it is tough and that acknowledgement

first and foremost is tough and then second point from me. We is wrong. Trust and building that trust with your learners and I'm a big by accident and actually develop a lot of catch phrases in the one that's really pertinent right now is. Nor your learners. Nobody knows your learners better than you as a teacher. Our lecturer, and that's the key. But there is Mark was saying, I think in terms of. How do you build that connection? How do you be authentic? How do you build that trust? And that's really kind of the fundamental starting blocks or or building blocks for effective relationships. I would say not sure what your thoughts on there on that mark as well. I agree, you know, in the words that I've kind of touched on a summer, I think that I absolutely agree. You know, with those.

Yeah, those thoughts, and I think you know. Like you say, the catch phrase and stuff that trust for me. Trust is built through consistency that there's there's there's not a truer word you know everybody wants trust in every environment but we want people who are gonna.

Do what they say they're gonna do, which therefore builds

trust, which therefore empowers the relationship, and it could be something as minor that you see as as the teacher as the lecture as the sports coach. But you know, even learners, as you know, said something to you about. The last year question, and you know something as simple as you know what it is. I don't know the answer now. Yeah, because I also think that we have to be comfortable in the uncomfortable, you know? Yeah, I guess that's really relevant because we salute Lee. And sorry, but just in this in this world that we're in, you know we've had to switch the our our teaching and learning, which we've studied of research for years in face to face, you know, online. So you know there might be a technical question. There might be a vocational question. It might be like a pastoral question and you know I always say to the stuff. If you don't know the answer, but take a pause for a second and just you know where it is right now I will get back to you, but then make sure you get back to them because that's where you're going to build the trust through saying you know doing what you say you're going to do. You're being consistent and it's OK to be, you know, to be uncomfortable and you've got to get used to that at times. And I

think from my experience that's a big shift for some teachers.

And what I mean, it's not many of criticism, but we'll see.

Me myself as a teacher, I like to be organized that we planned.

I like to be quite meticulous and then all of a sudden.

I'd like to know the car from another feature of you now in

the unknown, and actually, your students may know more about

something than you do. Are they leaving weird and that's OK, and

that's OK. But then that, yeah, there's some really, really

interesting points right now to kind of really reflect on as

lecturers because it is all very

different. But we can't be the experts and everything but those

fundamentals. There help actually develop those

relationships moving forward and so that to that point Johnny

just be like you're right. It does seem. You know, this is not

mean to cause offence to anybody. You know if anyone?

Yeah, listen to this and the 30 years into a teaching career or

the one year into it. But you know, you've alluded to it

there, like the teaching with the teaching example, it's the

same thing in my world in sports where you've gotten a typical

and I'm going to be

stereotypically but. An old school coach or an old school

manager that has all of the perceived power. Therefore I am this fountain of knowledge. It's up to me. I will give you this knowledge and therefore I've got the power dynamic. You know what? What, in? In in my specialism, in coaching? You know, there's definitely a shift now about kind of athlete centered coaching so you know they've got kind of the. A lot more influence, a lot more input to shape that, and it's the same in teaching and learning. You know you and I have spoke at length about whether the terminology is right, but we've seen teachers that are working really hard that stood in front of a group for seven hours a day and are just consistently kind of talking at learners. And it's not because that they're not in get, you know their passionate. They want to give this knowledge over, but sometimes it's just it's that flip, isn't it? And it's kind of. Being comfortable in relinquishing some of the power, which will probably feel uncomfortable the first few times you do it, but all these things go to building relationships. No, I think there's some really, really fundamental point. Sam and Mark, much at most of our conversations that go on for hours and hours and have not

gone off topic but can talk around the house and some really, really great points. I think what I'm keen to explore here a little bit as well is from your experience. What does the research say, wrong relationships and where that's from sports coaching perspective or a teaching perspective? It's going to. It's not transferable there as well, but I guess what are your thoughts on that?

Yeah, and I think this is it's something that. Within my journey and I'm nowhere near kind of, you know I'm a young 36 year Johnny I'm not having any I'm a young 30 so I'm nowhere where at where I want to be in. You know professionally and you know I say that both in kind of you know my education, career and my coaching career. But did you know when people start talking about kind of research, informed practice and honestly you know education for me was always a vessel to be involved in sport that was.

And I was like Well, you know, I don't need any of this other nonsense that you're talking about. I'm just I'm a sports person and you know over the over kind of my education career. I am kind of I've done a 360 well on 360 back in the same place or 108th return then I

really I really. Value.

What research says and evidence that underpins it and my own journey on that. Was completing a Masters in performance coaching and the reason at the University of Stirling, and the reason that I chose that one was, you know, it has obviously sports and sports coaching was was kind of the.

The connector for me, as it were, you know that kind of interested me, but I also felt there's lot of transferable skills in that into the education setting, so you know within I said it before about buying. I think one of the biggest things and I've had a colleague at Northumbria University who spoke to me a lot about this is as a as a teacher. I always wanted Sessions to be fun. You know, I always wanted Sessions fun which would generate. You know, generate effective relationships and therefore you know you're promoting engagement. Students like here they're more engaged. Therefore, learn better, but one of the the the real kind of cutting edge. You know this research in the last kind of couple of years is the use of the word fulfillment instead of fun, which I just think is it made me reflect to take a step back and essentially in a you know, my synopsis of it

is. What is fun to you? Johnny might not be fun to me, absolutely, you know and how we how we interpret the word fun. And you know, let's say and I know that. OK, in a face to face world, I would go in and have activity in Sessions. You know, something as simple as moving around. Maybe some music on in the background. Attackman activity, you know, high pace and I'm going and I think that's fun. So I then think that this is great. But there might be a couple of quieter learners that are really uncomfortable in that setting. But if I gave them a moment to. To do some individual critical thinking that that might be fun to them. So it's a shift of the word fun to fulfillment. Because if you feel fulfilled and you get that sense of self esteem from completing a task I and then more likely to enjoy it. So it might be, I don't think it's semantics on terminology, I don't. I think it's it's understanding fulfillment and I think that that is a key part of building relationships. You know what are the expectations of your group. You know what do they like? What do they not like and how can they? How can they kind of progress on with that now? I think it's really interesting points there and I think I'm going to ignore the the young 36 year old because your 648 scouts

I'll leave you alone on that one. But I think those other ones from phone and fulfillment and what we're trying to say here is lessons. Can be fun, absolutely, but that shouldn't be the center point. Focus and an all up in the same from my experience as a PGC, students and scholars to English.

To Scotty qfe.

Was yeah, I'll have loads of great activities or games. Owns actives active learning and all these elements. That doesn't mean anything it could do, but just because they're active doesn't mean anything that you're right. And I think yeah, fulfillment are really interesting. Point to come across and to kind of drawback lessons too, and I guess.

Again, those are that point resonates with the knowing your learners and understanding. Again, we can't know everything about all this, but we can have an idea and build that picture about our learners. And then that encourages you as a lecturer, teacher to provide learning experiences that hopefully provides learners with that fulfillment. I think I think it's really interesting.

It all kind of this is been a an enhanced focus on research informed practice, which is absolutely fantastic and that's

the purpose of this podcast released to. Look at that look at what that means in practice, and I think the challenge that will have currently within some of these topics is is research out there. But typically in the HG Wills and obviously working in Fe colleges, once we absolutely do deliver higher education program. Election season dies. A big part of our core business is is is not a higher education students. These are learners who are used to being full time face to face just left school and they used to these relationships and they may not have those. Those skills are the independence or the autonomy to be reflective and then connect to retake ownership. So I guess would be mindful of there as well, and I think we're both keen to see where the research goals without overtime, because when looking at a generic research. It absolutely agrees with social emotional factors such as student relationships with teachers and peers, impact learning, you know that's across everybody research. You see that ones from back on Luther Dolakha, Naushad Island and many, many others, but not anymore thoughts on that mark just just just two points on that you've touched upon.

And again, you know, I agree with. I agree with the points that you saying that the the two things also that that made me think about it was you know emotional well being and that's I did my thesis on that. And again I did it in a sport setting, but emotional well being. And you know the world that we now you know positively particularly young people will talk about mental health more and how that can how that can you know drastically impact young people, but understanding you know the emotional well being and being able just to. I know I've said it a few times at night, but being comfortable in the uncomfortable because sometimes those conversations are challenging to have and I think if you've set kind of boundaries within within your practice that are professional and respectful, that will pay dividends for you as a practitioner in the long run. And the other point that you touched upon was just about, you know, research lead for tutors and where there are gaps in research you know. Hopefully if one person can listen to this and say you know what? I'm in my college now and I've got a real bad. No sense of urgency and how we develop relationships in first year HND students you know how is that they come from different

backgrounds. You know it doesn't have to be.

You know PhD worthy, but go and do some action research because

I want to credit a lady called Nicola Watchmen who was the head

of HE at Newcastle College University Center where I work,

who she kind of nudged me along this journey and she did it in a

really effective way where she built in relationship with me. I

was a program leader at the time, you know that immersed in

the sports world and she kind of went to her to request for

funding to do something that I thought was really innovative.

It was within sports. We haven't really done, it was just an

academic conference. So we would get all final year students

together to present a proposal for their dissertation and I

wanted it. I wanted it to be a conference field because I

wanted to challenge the learners. I wanted to get a

different facility. I wanted to, you know, a little. A little

lunch for them. I wanted to make it professional and she's like

I'll support you in it, but you can do some action research on

it and on the back of that you're going to go and present

at some conferences about the impact of this on the learners

and how I just I wasn't engaged, but only through going through

that process and having a really good mentor gave me a nudge.

Everything I do with with my learners now you know what's the research behind that? Well, how does that underpin it or what have you found on that? Well, can you go so if there's anybody that thinks about, you know there's a gap in their practice.

You know, I guess the challenge would be go, go and explore it.

You know, go and explore it and see what you can find now. I

think I really valid point marking this fantastic bit of

work already going on in Scottish sector. But also you

won't be aware of which is a nice plug actually, not wouldn't

do it, but no.

There's a network of the colleges action and create

research network which are doing elements of this and trying to

really focus on bits of action. Research are often more

substantial research in the sector and really sharing this

and promoting these elements, and this is quite a bit of work

I see. Then I'll be able to support and facilitate moving

forward. So I totally agree, because right now there's no

better time than to really explore what's going on. What

can we learn from this? How we move this forward there as well,

and also see the end as well? We've development Research

Center where we explore elements

of this. Both from a teaching perspective on more broader within education, but now it's really fantastic because I've been pushing the narrative that come this summer. Hopefully we can think well, what does the future look like, what we take from this moving forward? Because we don't have to go back to how it was absolutely not obviously pending vaccines and so on and so forth. Anyway, I've got there very briefly. I think it's really, really fantastic points, and I'm keen mark. I'm keen to really explore. We've talked a lot about ideas, research, connections, connectors. Touched upon emotional well being emotional resilience. I guess the key, but I'm going to explore now is how do people do this? You know people like answers, teachers like answers. And I think.

I'm keen to pick your thoughts on on kind of what have you seen? Done well, I can share some as well and I guess some ideas for listeners to really consider or actually the thing actually I'm doing the right thing. I'm already doing these things fantastic that's that reassurance there as well. So I guess from your perspective on whether it be from a teacher or a student or even just look across colleagues or managers,

colleagues you touched upon some earlier. What are the other pets that you think? Actually some great practice, some good ideas that people can do right now. Yeah, yeah, you're right.

Teaches one tangible things

don't mean. Absolutely I can take to your point. You know, necessity is the father of innovation, and that's another.

It's another. It's another quote, but we're right, so.

You know right now we've had to change and hopefully we have some learning from this online world that we're able to once we get back to some normality, but were able to take the best parts from it. So what I wasn't, you know, Johnny, when you sent me through the plan, I wasn't gonna mention this, but based on the dialogue there, I've got a really experienced member of staff on the team that that I manage.

And within his online delivery he teaches across level 4, Level 5, Level 6. We had a few discussions about the, you know, because we wanted to talk about teaching and so in our staff meetings would spoke a little bit about what did we feel was the most effective way with online delivery. And you know, was it synchronous where he's live for 90 minutes was

asynchronous, you know which is a mixed of adeno. Reading prerecorded materials, maybe like. You know YouTube video, high quality YouTube video 'cause you have to spend some time in filtering through filtering through them and what he did. He did six weeks of delivery where he'd done a mix and he was very purposeful on articulating to the learners. Listen, this is a synchronous session. This is an asynchronous session and he really probably done an equal split at equal split. Should say and was reflected in his practice and got a sample across each level across all of his practice and he think he got about 92100 responses just through like a Microsoft. Holmes and his learners had said to him, you know there's benefits in both, and it was about the art of him as the teacher there, looking at his delivery plan over six weeks and saying, well actually this topic, I need to be present to do some responses. So if I do 15 minutes of input online which we all know at times, you know, you probably feel like you wanna island talking into the abyss for 15 minutes. It can feel a little bit lonely, but then I need to give them some time to process it and to be there to respond to some questions.

However, this topic and this theory really can be a. It's a lot of recall from the previous year. You know it might be anatomy and Physiology, for example, where there's a lot of matter crossover exactly, so I thought that he was really I don't wanna say proud of him, but I was really pleased at his approach to. Kind of, you know, I'm going to figure out what I've taken, what I think is been successful. I think. The other things that I take a step back is I would say less is more Johnny. And we touched upon it before about, you know, in face to face, or I've got a load of activity going on there for learnings happened, but well, no it hasn't. And I think the principles of teaching and learning they do stay the same. But the biggest thing that teach to be comfortable with online is the adjustment in pace. You know, I think that you have to be comfortable understanding at the pace. It is generally going to be slower now you know slower is not that's not a negative connotation. If there's a live session. There's another member of staff who really strong with questioning online. Ann and really answer asking a question that was clear because sometimes are questioning. I know I've been guilty that passed away. I know what the questions in my

head, but I'll go round and you know the world to ask the question as opposed to just asking it dead concise way.

Then being comfortable wearing class, you might pause for five to 10 seconds. It literally just guys you know the rules here.

It's an open forum. Have asked the question please and I was observing the session and there's about 20 to 25 second lag and that might not sound a lot mate, but it feels along time when you're by yourself talking to the wall absolutely, and because he built these routines with the learners in his online delivery since March. Yeah, he, he got the responses and it was a Level 6 session in which he was unable to probe further and back the questions off to each other so.

I just think I think the principle generally.

Generally of less is more in terms of you know what? What are we trying to achieve in this section and it, and I think that teachers are always up to ask yourself back by the end of this 20 minutes section in the session, I want the learners to be able to conceptualize or apply this theory into their practice. So I think be comfortable with with a slower pace. Yeah, be really purposeful in your planning in terms of.

OK, I've got theory X that I want to learn is to get. What is

the most effective way of doing it and don't be scared if the most effective way of doing that is teacher input. If its teacher important for 15 to 20 minutes, I keep saying that because I think if you go past that 20 minutes you know my my experience is you are going to, you know get some disengagement.

But if it's just explains a little, OK guys, we're going to address this theory as you've seen on the on the module delivery plan Annie just stay with me for 1520 minutes here.

However, whatever you know, use the raised hand function or taper question in the chat function and we will get there.

But at 15 minutes time I want you to be able to understand. I don't know self determination theory. Let's go and I think those elements there, you know, kind of a set of tangent, but I think the really really

purposeful because. Once you've then got his relationship with learners, it's really important that thought that an effective teaching goes hand in hand. You know that allows you to do 15 minutes of life delivery. If your learners have that relationship and or where it's going, and I think it's really important point you mentioned earlier on was around feedback of 1900 students. We need to encourage our feedback and

dialogue from students, but again, you only get effective feedback if you've got effective relationships and students have trust and everything that's going on there as well. You know, thank you some. I and this is where you and I have said. I believe that everything I've said is not off topic because it underpins affective relationships. Nor does it does.

I'm just drawing people back to listen is back to the future relationships and how it actually links. And I fully agree. Markets that first thing about you know trust is built through consistency and it's about being consistent with across everything. And all of these underpin it. And yeah, you know, relationships develop organically. You can't speed that process up, so it happens overtime and you have to, you know, understand that so. But yeah, no, I totally agree, and I think I'm going to draw back to some of the key themes re that we talked about. Because yeah, I think what we've we've talked now for the last 15 twenty 25 minutes have been some fantastic bit of information there that really do draw it all together.

There's no magic fix

relationship. That's a fundamental element, you know. I

think I'm going to use your smart and I'm going to continue

users having a connector is absolutely vital, you know, and

I might not be the same connector for every learner, but

comes back to knowing your learners, because then that's

your connection. That's your hope that you sparked your

engagement with them, and then you're quite a learners.

You'll know them and then you know how to draw them back in.

And again, it's not easy, especially not easy in this

current landscape where cameras may be off. You don't know what

alone is actually doing when they're in that room or when

they're online. I think routines you talk out there

really vital. You know, have a presence but your authentic but

established routine. So you've got a perfect mix of

boundaries, but also this is what we're doing. This is how

we do it in that clear articulation. Within that

example you just shared alright. We're going to do this

for 15 minutes. By then we're going to do this. Then we'll

go. Do Airbnb. See fundamental.

I think that being comfortable in uncomfortable, I know I'm

going to use your catchphrases

now. Links back to you know.

Being authentic strong, you're faced sharing your stories

again. Our professional capacity but but yeah, I've struggled to, you know I've had a nightmare this morning. Working from home full time and it's going down all this. That and the other.

That's fine, you know, because we are people we are all human.

And again that authenticity.

Some have in total, but I think which is given is that checking in with students frequently. You know whether that be, I think.

There will be some conflicting views on this mark. I'm not sure if yours are, but I have an access to the Microsoft Teams or Google Meet or Canvas or other platforms are out there.

It's fantastic because it's open up connectivity with students across a range of different mediums having the same breath.

It does expose lectures to being contacted 24/7. Yeah, so the the other word and we keep talking about authenticity which is critical. You know anybody who thinks I need to. You know, portray this image or this person because that's what

people can see through it instantly and learners colleagues so being authentic is absolutely normal and do that thing. That part that is about honesty and everyone says that you know nobody would.

Openly say I'm being dishonest, but when you're in a situation

where you're working with people that emotions involved and you have to deliver some Frank news, you know and be really candid.

The best way of doing that is just being matter of fact to the point, no matter how difficult that can be, because time will expose it. If you haven't been honest and I think that's the same with learners to the point and it does link into the point about this kind of 24/7 Accessibility and being reflective in learning. No, it from from March. We went to teams overnight. And the first 6 to 8 weeks you know it was great, but like you say it was different, particularly in you know. I'm sure all learners, but in my world in HE where you know learners are probably working no till early hours. A night pulling, pulling all nighters etc and family commitments as well in different different aspects. There exactly and thinking it you know and they might fire a message through to you on teams. You know, I tried to be going into this year with the with the blended model that we've had, where we know that we're going to be. You know, before the lockdown we were 50% online face to face setting those expectations for relationships and I've said to the staff, now you know, I want to empower you. How you manage that within your practice. I

still teach. I teach a couple of modules within within my role and within my learners. I've explained to them and I actually put post in when I'm taking.

All of the Christmas break I've explained to them that I'm turning teams off. They feel free to message me, but just have the expectation that I'm going to get back to you at this point. And I've said the same thing to stuff you know in the evenings. Generally, I'll turn my teams often. I'll set my status away because, you know, I talked before about relationships, emotional well being for everybody is really consistent and our staff are going through a period of transition now as well, in which. That that they're doing the same things that balancing home life. So the well being of stuff is the most important to me and I spoke to another member of stuff of mine who she wasn't doing this. She she was on teams to late at night and I said to it just, you know, in a very professional, respectful way, you know, just explain to the learners you can message me whatever time. 'cause that's the time that you've got in your date where you're working. But just understand that you know this is my window to respond here and she she's done that and

she definitely feels like

there's. A benefit to her there to be able to have that emotional well being of switch teams off of. Now you know, going to go for the Walker on have some family time, whatever it may be. So I think that you have to again just be really consistent. You know when you have to set the parameters of that relationship because difference of perception is where is where issues lie right? And it's something where I might just. Well, why would you message me at 1:00 in the morning? Well, the reality is that person that learner could have a family could be working.

And then literally you know one till 2:00 in the morning that there trying to catch up because they're spinning plates, whereas the teacher might reading so they're messing me at 1:00 in the morning. What's that about block? So it's just you said it, and it's the phrase that when you know you and I worked together for awhile, then obviously I moved institutions and you followed me 'cause you couldn't get enough of me. But that about knowing your learners, I know everyone says that, and it's really common expression. But I do feel, you know I had that instilled by yourself. And then the first

organization that worked at.

It is knowing you learn is knowing their circumstance,
setting those clear guidelines for relationships and the staff
just have to then get into a routine of listen. I'm not going
to respond at this time, you know I'll pick this up when I
can, and likewise, and I think once you do that again, it just
promotes. Positivity and it helps develop those
relationships. Yeah no. I totally agree. I think one thing
that I've not acknowledged that was mentioned earlier on.
Is lecturers and teachers actually delivering on what we
say we're going to do, so we're very mindful that we're doing
set ourselves up to feel there's no cliché there, but we can only
do so much where human. We've got our challenges or barriers
or childcare or work or commitments or are caring
responsibilities we've remained from respectful of that in a
smart was losing their going to share that with our students,
not the depth of detail, but those professional boundaries
and expectations and just gotta be really honest with what we
can and can't do. We're not superhuman where they were
fantastic. Um thing at the minute trying provide students
with a great learning experience, but we can't do

everything and that's what we've got to be aware of as well and

keep it is much like what's up here, nor your students.

No, your other stuff as well. You know, I think. Again, one

thing I've noticed with not being in the office with people

is you miss out on that with other people. So it's really

important. Checking with all that stuff with a merges with

colleagues as well and just that. That touch base. I know

Mark, you've done that data with your team, quit conversations

and there's nothing more important than that. And that's

something I haven't really shared within this, but that

that should be kind of first and foremost is is keep in touch

with people you know. A quick text, quick message, a quick

call, pick the phone number or whatever that may be.

That's fundamental to our own well being, and the well being

of our colleagues. Is this something that you know in our

world where our business is people you know we're not. We're

not plumbers, but instead where where your business is going to

work? You know, in a drainage system, you know, like our

business is people you know and we have to understand that in

depends everything and I think you know my experience. Working

with a range of fantastic colleagues. They be by the

nature of teaching, learning daycare they care about.

They do, and they do care about the students, and sometimes that's where the issues lie. Web stuff don't see that because they want to do everything Johnny. I've learned this in in, you know, I guess I'm like a middle management role within my current position where I'll have you know, consistent one to ones. And I'm like, Oh yeah, I'll do that for you. I'll do that for you. I'll do that for you and then I take a step back in the day and ago I actually physically can't and it happened. You know, it goes back to that honesty that was said before and that's my reflection where you want to do it. And I know people listen to this.

Same thing with learners. You know you want to do it. You want to be everything, but it's sometimes it becomes counterproductive because you take away that autonomy. You take away that resilience and it's just. It's a fine balance that can't be quantified. You have to be able to. Kind of you know, do it yourself. And we've spoke. I mean, even team meetings now on we have a dedicated slot on a Wednesday, you know, from three to five at the power of like connectivity, and that's not cheesy. And that's not a cliché.

I believe in that you know. Yesterday I worked from home and you know had a lot of stuff going on. Three o'clock I see this stuff and it's generally how are you and they'll take the mic out. Now 'cause I'll push them further a little bit on it and like you know, how's your day been what's going on and you know not just surface level what's going on. It's generally like having you know and that's my coping strategy. I feel stress and pressure like everybody else, and some of my coping strategy is being able to articulate that with with colleagues. So I think you're on the money with that point, so so valid, no, I think it's fantastic and I think yeah, there's been a lot of a lot of really pertinent points. Ian and you know, for listeners really, it's not true reflection. And as I said earlier on, if you're doing things fantastic, and hopefully there may be a little bit up at market in particular thing actually. Yeah, I'm gonna do that. Or that's an interesting perspective. 'cause again, markets for this? My most famous most commonly used word is perspective and kind of looking at things through a different lens. And again for for books or people want to read. Revelate Diaz in particular is all about that.

It's about looking at something through the lens of somebody else, and that's that's a really key point to kind of make reference to. So I think we've talked a lot. Then I can bring this to a close, and I think yeah, just to summarize, the key points really, for for listens to takeaways, not have that connector you know and don't take our relationship for granted and kind of really work at them. You were touched upon this error. What kind of having a presence haven't established routine? Being authentic.

Being comfortable in the uncut, that's OK. It's like the message around mental health it's OK not to be OK, you know talk and really share about that you know in another cliches that kind of problem shared is a problem of all these things in relation to both well being as well as teaching practice, that's fine. And again, that's the same as students and build that timing with your students for that connection to understand how they are for that depth of learning. That depth of relationship.

And your additional points that you want to make reference to Mark there as well. I know you have. This is the last one and I just this. This is my

reflections in my learnings from from March. OK, both educationally and in my vocation in culture. I feel that in the world that we're in this digital age with how accessible information is this podcast, you know, I have to go to conduct some coaching examples where I could. I could find 300 clinics now that that could teach me something tactically from 300 different perspectives. The most relevant point for was talking to a colleague at Northumbria and I was discussing this point about. There's been some significant positives from our switch to a remote world that there has been some negatives and I think you know some of the stuff that we've said here.

Hopefully it's from a perspective to enable and and guess reaffirm and you know somebody is, you know, listening to this what?

I don't know why they're on the exercise bike or doing something that I wanted to shift away from the word takeaways and I said, this to a colleague. I wish this was my I'm not smart enough for this to be mine because I was articulating it. What my frustration was with the example. That was given was like younger coaches. If I'm a younger coach and I go online now when I read 300 clinics and sorry. I observed 300 clinics

and everyone, saying about what you take away what you take away

it has to be applicable.

In your context and the principle of less is more. It is everything. So the thing that I'm bringing that back to point with this is if there's been one element that isn't a takeaway, he he used the term well. What is it? Take a take away is a quick fix. Absolutely, nourishment is the term that he used, and I wish it was mine. I wish it was mine because I was trying to explain to him where well well I've got 10 takeaways now that are fresh in my mind. I'm going to put into my practice tomorrow. Well, that might not be what beneficial the art of it is you've been able to conceptualize and process what is in what is important for us.

And therefore I'm going to put that into my practice, which is nourishment. It's that. That's like, that's like you're better food. So he he, I wish it was mine. We're having a conversation, and he said to me, his observe, you know he'd observed a lot. Now with this culture of this is what I've done. Therefore it's right. I'm not saying that's the case across the board. What I'm saying is, you know if I'm out there and I'm struggling and I need some support. I need to

know what I need some support in and it could just be structuring an online session. You know, it could be something as simple as that. It could be OK. We're building relationships from this one. How do I do that? OK, well connect you know that might be one nourishment that somebody from today. So it's a really valid point. But yeah, take away. It's a quick fix.

You get dirty adults don't. 10 minutes later you'll feel better, for worse for it. But the nourishment elements?

Yeah, it's a really, really interesting kind of point to close on Mark, so I'm not like I'm going to make that now and use that in future as well.

It's about my pipe, that's what it's about. Always looking over fence and taking someone else's ideas here, but no more. It's been really, really interesting really. Key point in your right there, but we've talked for a lot of we've gone around the houses and that's not a criticism because a lot of these interlink and I think there's a really valid point from Mark there is to kind of think about which aspects here can be your nourishment within within your practice moving forward. So Mark thank you very much for joining me. I'm going to really appreciate your time and some really, really great points.

Thanks Johnny, pretty good work. Thanks you too.