Pedagogy Matters: Episode 5 Transcript

Hello and welcome to the latest episode of the

Pedagogy Matters podcast. The purpose of this podcast is to

bring to the fore some key topics of conversation in

relation to learning and teaching, 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 Doctor Gary Husband

lecture and professional education leadership at

Stirling University. Gary how are you? I'm alright, thanks

very much. Thanks for the introduction. How are you?

I'm great thanks. I'm just jealous and quite envious of

the snow that you have currently. Your your current

location. I'm sitting here in probably half a centimeter

where it looks like you've got 6 foot by sounds with.

Not quite, but if it keeps going the way it is, we might have a

snowman, twin Snowman territory. If we get another out of this.

Worst places to be right now. It's worth basically so Gary,

thanks for joining and today will be talking around the

topic of Mentor in you know which one is a topic very

close to your heart. Very much interest of your own it is it

is. Yeah, something I've.

Worked, worked as a mentor.

Written about, researched, and particularly in further

education. So yeah, definitely something that delighted to be

invited to come and have a chat with you about today. No, that's

great. I'm not sure what yourself, but I guess my my

initial views around Mentor Ring is that it's something which is

viewed as a totally different entirely and is. I'm going to

say using it in Italienisch within a sector. Actually it

might not be the case. You know? It could be much more than that.

And in the world of mentoring. And actually woman is so.

Think of me what might be useful to start is, I guess what is

mentor in mean to you? What is meant or a bit information, or

if it's OK with you? Gary yeah, OK, so well, there's there's

there's lots of different types of mentoring, but I suppose if

you were to distill it down, I'd say fundamentally mentoring

really is the forming of a professional relationship where

one person is able to guide and support someone else.

And that competes against meaning we specific goals, or,

you know, make certain achievements or whatever. But

when you start to think about ideas around formal mentoring

and informal mentoring, actually you know it's it's. It's far

more prevalent than you than you might think. No, I think

actually right, I think.

Words you mentioned. There's that. Get a professional

relationship to support and gave you know, I think if we sit back

and reflect around all the wide variety of rules within Scotts

Colleges, know mentor and really is and should be abundant in

each and every rule, it's just how we do it and how we know

it's up on there in terms of formal and informal. How we draw

that through and where it's relevant when it's appropriate.

So I guess I'm talking to the formal and informal probably

good place to start, so I guess what's the difference between

the two? OK, so I mean well, I suppose that I mean, I

could probably, um.

More usefully, talk about this just through using the lens of

some research I did, so then I looked, looked at how.

Lecturers were using their initial teacher education,

whether that's PDC or TQFE or whatever a number of years down

the line, and what impact that had on their own professional

learning, and in doing that research I got to go to a number

of different colleges and talked to a number of different people.

And obviously the the results are varied, but one of the

common themes that came out was this idea that.

Mentoring seemed to be the glue that held the organization

together, but no one actually knew that. So yes, of course

there was formal mentoring in place and you know lots of

organisations. Some people had, you know, formal mentoring

programs for new members of staff and new colleagues to

teams in whatever role they were in. Others weren't so good at

that, but nevertheless those individuals found themselves

being mentored, and I know when I first moved to Scotland.

From Wales I've been teaching in Wales and my training there for

a number of years and it took her an engineering job teaching

engineering and in Edinburgh. What was due last college? I

stepped into a role that somebody in vacated rather

quickly, which meant that there wasn't time for induction and it

was mid semester and so on and so forth and I lapped in and I

was expecting to have you know, some mentoring from someone but

it just wasn't there. It was hit the ground running. You told you

could do this job, get on with

it. So I I hit the ground running and really all the

support and mentoring came from the colleagues that were around

me that we're an established team and had been there for many

many, many years. I mean blessing one of the one of the

guys who work there at the time. They've been there 30 years now.

If you're going to be mentored by anyone that you need to sort

of embed you into an organization in terms of

practices, cultures in there, where things are, who does,

what, how, it works, then you're not going to get any better than

that. And then eventually I was availed of a bit of formal

mentoring. By which point my colleagues had really put me in

a position where I could operate anyway, so I mean, it was this

sort of idea when I was looking at other colleges and

recognizing the fact that this informal mentoring is happening

at all levels of organisations where people are supporting each

other and actually when it's absent, it's quite obvious,

because then you start to have what could people might define

us sort of relational issues within teams. So that's that's a

different thing altogether. But then also there were these

formal roots. Which were the areas really that the research

suggested could be improved on for various reasons which we can

go into after if you'd like nothing that sounds fantastic.

It's really interesting it. And yeah, you're absolutely right in

terms of the informal side whether people would call this

mentoring or not. You know it is mentoring in terms of cannot

support from your peers and a former colleague of mine. So

like the first year in teaching or the first menu organization,

is where you find out what to do and what not to do. You know

that comes from that mentor

inside and. Yeah, it's got a lot of interest in practice, is

there so you touched upon the research there and it's kind of?

What are the core elements of research or one of the core

snippets sort of came out really from from your work around how

we can make this really

effective. Weather in formal

formal. OK, that's it. That's a great question, so I looked.

I mean like that particular piece of research. I looked at

two very very large multi campus postmerger colleges. They were,

you know, big beasts. Both of them had 20,000 plus students

and thousand plus staff. Yeah, one of the organisations had

from a very early stage in it's sort of amalgamated from

different organizations, had taken to the center of the

organization. This idea of

induction. A mentoring early intervention training. You know,

for all you know, all staff that came to work in the

organization, whether they were teaching, whether they're in you

know, working in the in the Chinese office or whatever it

was they were doing, and that that support and formalized

learning was structured through various different Department. So

clearly in the first instance it was it was HR who are

instigating this contractually. Then there was union involvement

in relation to what?

The sort of support and development was was in place, so

that was it was negotiated and very much a very positive

relationship in that respect. And then you've got support from

organization development. Then you had support from faculty and

all of the different key stakeholders had an involvement

in the in the transition through training and development of each

individual that came into the organization. Now clearly it's

not going to be a, you know, a shining beacon of excellence for

every single person. But largely speaking, when you spoke to

those individuals. A number of years later, they felt

supported. They felt inducted. They felt welcomed and were able

to sort of manage their work in the organization quite

confidently, knowing that they had somebody there who was a

formal mental and they were mentored for two years. So that

I mean that that that in itself a very formal sort of.

Contract you all structured integrated lots of different

departments all working together with the same name which was to

support the development of the individual in order to, you

know, to improve the life of everyone in the college. So that

was a really, really good example. You know, obviously

with caveats of some people fell through the gaps, but then you

know another organization I looked at wasn't as far down the

line in terms of its development post, merger and what you had

was lots of ad hoc legacy things

happening. There wasn't no two people that had the same

experience. Of entering an organization and then going on

to be mentored or or trained so you have lots of different

levels of experience. And when you look to what was happening

was none of the legacy organizations that had that

distinct focus on that learning pathway. And then once they've

gone into this post, merger state because it was somewhat,

you know, there are certain emergencies around at the time,

they also weren't able to focus on that as a central important

factor of the organization, and as such they were. They had a

much higher staff turnover.

You know people won't stay in. People weren't happy people

moving on the relationships with stakeholders wasn't there an ODI

thought it was there's HR thought it was there's quality

thought it was. There's the Union clearly weren't being

involved in discussions and what you ended up with was this. The

individuals were being employed and nobody knew what to do and

there was no formal mentoring. And what happened was the slack

was taken up by all the people who were around in teams who

would then informally mentoring. So two very very different sets

of experiences. And a number of years down the line, I've done

better follow-up work. Things have improved in one organizing

the latter organization, and actually things have got a bit

worse than the other one, so it's kind of it's. It's never A

and even. Playing field, but I think the fundamental point was

that really, if you're gonna go down the line of structured

mentoring, it can't just be the focus of one Department and a

group of individuals after it has to be. This structured,

integrated approach throughout the whole organization. And

almost I could argue, actually, you know, you could begin this

process before somebody works there. You know, think about how

you're employing people, what support you giving candidates to

do the best with their CD, the best of their application, and

how are you developing people from that. But all the way

through to when they retire.

And you know, and that that I think, is something that

organizations could really quite usefully focus on that sort of

integrated approach across all faculties in areas. Nothing

you're absolutely right, and I guess from my experience as

well. I've worked across two very different colleges. You

know, one which had a I'm going to say 150 stuff to electrical

stuff, and another which had 500 extra stuff, you know, and I

guess what you can and cannot do in each of those colleges is

very different as well. In terms of the size and development

managers and the culture.

And those elements there as well. And I was fortunate that

my first organization will be a very small, as in probably hard

former staffer senior leadership team arrange his apartment.

So there was no formal mentor, a book Becausw practices were

ingrained in the managers had a very consistent vision and

culture that mentoring happened informally across the different

tiers. Then we support that, whereas when you want a bigger

organization, it's got to be a lot more. I'm going to say

Ridge. It's gotta be a lot more formal because otherwise then

you'll get a lot of different nuances around how different

people interpret either what they do or what they don't do.

But I think there's some really

interesting points around. I respect that there's got to be

some kind of clear process.

There's gotta be clear ownership as to where it sits and and.

I guess who's responsible, but in the same breath everyone is

responsible for living and breathing this, but ultimately

comes back to different aspects of accountability and ownership.

Behind the scenes, would you say yes? I mean there is a. There is

definitely a strong element of that. I mean, informal mentoring

is gonna happen, whatever you know, that's all. And that

that's the nature of of you know, humans coming together to

work in a in a Group A successful group. Everyone will

support each other.

Going to what non successful groupings look like, but the

idea around formalized structure is it is of course very very

important and it and it does sit at the heart of, you know,

organized mentoring programs in organisations. But what's

actually really important still is that relationship.

No, Sir, but I remember my first

mentor. My first first job working in Fe. Actually the

individual had been prior to that had taught me a couple of

years before, so there was this shift in relationship that

needed to happen and we're still mates now. I mean, this is.

Well over a decade down the line, but there was initially a

shift in relationship between him as a teacher and his pupil

student and then into colleague, colleague and colleague

relationship. But him still with that, you know mandated pathway

that he was, you know he was asked if he would do it, but it

was also a part of this role as a senior lecturer to support a

junior member of staff community organization and actually he was

very skillful at at balancing.

The requirements of the of what he was being asked to do as a

mentor. Clearly there was a formal process involved, but

also the relationship between us as colleagues which developed

into friendship and also my needs, I mean.

I was. I mean, I was quite able when I, you know when I went in

I had a history of, you know, mountain leadership. You know,

guiding people on bikes, large groups and whatever so you know

it wasn't knew to group instruction. But also, you know,

was quite competent engineer. So there are certain aspects of

things he didn't need to worry about it too much, but he's

still there, still guided me and where he was able to sort of

develop me was in terms of the formalities of of of teaching in

further education curriculum

modules. All that kind of stuff I had no clue about and he

realized that quickly, so he was very skilled and I think it

comes down to you know that relationship. Being reflexive,

responsive, supportive developmental, but also enabling

the mentee to be able to say, actually, I'm quite comfortable

with some of this stuff, but I need to focus here, and I think

that's a core aspect of good mentoring. Relationships is. The

mentee is able to drive focus within that structured

environment. Nothing, absolutely

nothing. When it comes back to being a mentor and mentee, well,

it's formal, informal, I think.

Well, hopefully listeners were gonna consider and reflect and

think it's important is it doesn't really matter how it's

done. Well, I think said formal, informal, written down, not

written down, but it's gotta be effective. It's gotta do what it

says on the tin sort speaking. It's gotta be impactful for both

people, especially men tied to to help them improve and help

them develop. Or there's no point doing it. In fact, he said

well, yes it does. I mean, I, I think there's a danger for

organisations that don't engage with formal process is because.

And in an absence of leadership, leadership Springs, you know

from the group that are impacted and that's what this is. I mean,

when you look at, you know, gave an example there of where there

was just this incredible peer mentoring going on. The teams,

largely in some respects, were in survival mode and they were

providing their own leadership in developing and supporting

that individual because they needed the help they needed that

person to be effective. Also, there was an element there of,

you know, wanting to welcome them and and and friendliness.

So I mean there's that aspect, but the danger you've got with

organisations that. Have you? No? I'm not saying you have to

have this rigid approach, but some kind of process in place to

support people consistently is that they have an over reliance

on informal mentoring happening. And then when that when things

get very stressful that doesn't doesn't work so well because

people clearly have got. You know things that they only need

to do things start to not happen. The things relationships

breakdown or things start to fail an organizations can't

really see why they don't see that they were over reliant on.

On on this, this of the group of people developing and

supporting themselves. So that's an extreme example, of

course, so I mean that there needs to be, you know. Well,

in my opinion, my view view is the organizations that have.

Or set some stone by having you know these important support

mechanisms in place. Largely speaking, are able to support

the staff much better. Not rely on that informal stuff, but that

still happens anyway to an extent, if you sooner. But I've

totally great. I guess my point I was trying to make was I've

seen many different versions of variations of this in the past,

some which are, you know, meticulously planned. You know

4-5 bits of paper completing and some which are a planned but a

lot more. Ad hoc in terms of like just recall aspects of

conversation, I guess that's where I was going was? It

doesn't necessarily have to be war and peace, it's more about

the process. More about being effective. You know you talked

about relationship being absolutely keep it there, you

know. And I guess whenever we talk to people in college is it

all comes back the time it always comes back to who was

doing it. What if I don't do it? You know, it's not that that's

not the purpose. It's about how can you develop relationships

with your lectures or with your mind is helping you develop your

next manager. That's a fundamental aspect for me that

underpin. Effective mentor and is people understanding the why

and the how and then doing it.

Yeah yeah, you hit the nail on the head then yeah, I see

where you coming from new.

So.

I've got it. Yeah yeah, OK, so I can give examples where

mentoring is has been poor without naming any names or

organisations, but.

What's happened is is that the person who's who's doing the

mentions been told they have to. They've been given a pack that's

full of sheets that require signatures, and the men and the

meetings were largely is everything OK? Yes, right? Where

do we sign sign here? And we put that back together and we send

it away. It's not mentoring, it's it's. It's combined form

filling and the issues there were that the the person wasn't

the skilled mentor. They've never been supported to be a

mentor. They didn't want to be

in. And so they weren't interested in developing

a relationship. It was just another pressure on

their time which you know which we all have.

But the process itself was deemed to be successful because

the pack came back with all the signatures in the right place.

So mentoring was deemed to have happened. And clearly it's it's

not. Whereas you know what you are outlining there is. You

could have a much less structured and rigid process. I

mean, clearly you need to know that the you know the

individuals are protected and you know our relationship is

healthy and happening. But if you are able to trust

individuals to develop that relationship and you know do it

over a period of time.

Then yes, it's going to be much more successful and will look a

lot more like mentoring. But I mean there are still things that

can be done within mentoring relationships. That sort of give

us semi formalization. You know at the start for example, you

have a very clear conversation about the goals, what what the

purpose is, and you know you have a certain set of rules if

you like, but respect for one another in terms of what you

expect and what you do and don't do. And that sort of thing you

know. We know how to formalize relationships, but that that I

think is a is a is a skill and one of the issues is that.

Organisations.

Sometimes don't.

Don't don't spend anytime or effort developing the mentals.

It's almost this. Understand that you know this idea that you

have been teaching here for 10

years. You know, or you've been a leader for 10 years or

whatever it is you're doing in this organization?

Here's here's the new person coming in. You're going to

mental them. I mean, with the best of the world's it was

teaching is is a is a highly skilled profession. There's a

distinct set of skills that are required to be a mentor, and I

think you know one of the things to focus on. And organisations

is how you developing mental supporting mentors and giving

them. They require the required skills and knowledge to be able

to support other people. 'cause it is. It is a distinct set of

skills, nothing that's really interesting. Set of uncertain.

I'm going to come back in a second and ask for anymore bits

that you think are.

Really hurting from mentors maybe should be aware off, you

know you touched upon trust. You touched on other aspects so I

can be kind of 15 seconds. I think about that as well as I

guess one thing I want to touch upon there is in my former

colleagues hate me for saying this, but it's important that

across organisations we know the detail and what I mean by that

is not the detail of every mentor relationship, but

actually, how effective are these things on the ground? As

in, what's the perception? Is it a form film? Form filling

approach is a process whereby a lot of scientists say quit or is

it actually? Really effective when it's detailed or when it's

you know, so I think what I mean is what colleagues engaging in

Mentor, Ring or looking after mentoring programs. Health never

seen in practice. Have you spoke to kind of people involved in

the process they hope will make it even more time effective or

not? Because that minutes, now more than ever, people's time

pressures are squeezed even more than ever. But absolutely

mentoring is a fundamental aspect across every tier within

every organization, in my view anyway. And I'll talk more about

it. As well, how can we place importance on it whilst making

it highly effective whilst meeting organizacional

requirements at the same time, which is a really hard.

Set the things to achieve, but it's going to be my

soapbox now, so going back to what we've seen before.

How do we make it effective so total trust with total kind of

laying out goals? Expectations aren't as great any other key

tips or key point as in relation

to the Curry. Yeah, yeah. So then I'll come back to that in a

moment. But to answer the question you said before, but

the overall effectiveness I touched on this at the start.

It's about, you know, having key stakeholder involvement. I mean,

I hate using words like stakeholder. It sounds like a

horrible business speak, but it's a useful word. And then it

describes what we need and that you've got this buying from lots

of different aspects of the organization. And I mentioned

there HR and Odeon kualiti and you know faculty and so on and

so forth. So I mean if you've got organizations that are able

to have positive. Relationships, well, that's done in

collaboration. Then you're going to have a greater.

A greater impact in terms of actual relationships themselves.

I mean, the I touched their, you know the training of Mentals,

but clearly there has to be.

It's sort of an in depth experience and I'm not just

going to say knowledge, it's about that that having been

immersed in a role for long enough to be able to absorb.

The requirements of the role, the culture of the organization,

the navigate, you know, not just physically, but sort of you

know, the different vagaries of organisations. Somebody who's

experienced and comfortable and an in that organization is. It

has the foundations for being a good mentor. And then when you

end up in a situation where you have somebody that comes in,

they are not just going to need to know. You know where those

the copier is and you know where you get a Cup of tea.

Central boiler clearly important. It's who to speak to.

Hearts behave what, what, how certain things work, you know

and it's inviting people into the culture of an organization

and to do that, you need to be able to develop a relationship.

We've mentioned trust between the mentor them NT, but it's an

openness and an acknowledgement from one to the other that there

are both have certain skills. Both have certain knowledge is

but the mentee.

Sort of is is there to try and be integrated into the

organization as a whole so the mental themselves will. May want

to, you know, open up things like networks you know. I know

such and such as you. Really interested in that they can

speak to you. It's not about being, you know a lot. You see

alot, you see it a lot in academia, so protectionists

because it's so competitive. But actually good mentors are they

act as advocates, so there's an element of advocacy that's

involved as well. There is also to certain extent teaching and

feedback. I mean I I have a sort of at a long standing

relationship with another colleague in Sterling who I

trusted. You know absolutely with my writing and I would send

her, you know, very, very experienced and extremely.

Can't think of the word appreciated. Well thought of

Professor Ann and respected as the word and I would get

feedback from her on on my writing and quite often some

something is difficult. You know, we're all quite precious

about what we produce and some things are quite difficult to to

hear you like wow, that's a bit harsh, but actually if your

relationship is good you can take it off that person. It's

kind of like banter with your best mate you can. You can

handle it. It's absolutely fine.

So there's an element there. I can't quite articulate

what I mean. Again, it's and it's not quite trust, it's.

To provide a different perspective or receive a

different perspective on things you know, I think what you can

do to be force around you know

the mental facilitating. Different opportunities for

learning or development. Not having all the answers

themselves, but having that awareness of what we hear

different opportunities for you to consider, to think

about the probe to go and explore, you're right, that's

it. That's it. I mean, it's it's a gatekeeper as well. In

many ways, option, which is another important aspect of

the role. When I've seen with you know, the best one in the

world.

People bring being brought into organisations in in senior

roles, you know.

They've they've earned their stripes somewhere else and get

get brought into an organization in a senior position. But then

being expected in that senior position to mentor somebody two

or three months down the line. I mean, I'm sure in terms of

certain aspects of the role, they've got an awful lot to

offer and and can do, but in terms of the sort of bigger

organizational type stuff, it's great that difficult and they

struggled. So again, it's it's making sure that the

relationships that you're

setting up is. Is able to do what it is you want it to do,

you know? Um, I think it's important that there's an

acknowledgement between the two that yes, we can work together.

And also you're going to be able to provide for me what I need.

And actually, you know, healthy organizations. I've seen mentor

being paired with them NT. They'll have their initial

discussion. The coast. Come back and say, well, there's no this

isn't going to work, yeah, and that they should be the freedom

to do that, and it shouldn't be difficult things and then be

able to find another mental note. I think absolute rates

and. Not just going to resonate with something, I talk about in

an earlier podcast when we're looking at effective

relationships in the key word or phrase really was not being

authentic, and I think that that's fundamental in any

relationship, especially the mentor mentee relationship. It's

gotta be authentic and all parties have to be authentic and

what they do and what they say. 'cause otherwise you can't then

have those other elements in terms of trust. And yeah, people

are people and this isn't a criticism. Everybody is

different and people are. We are complex creatures and it's about

trying to provide the right space is not that you need for

us. Two develop or be developed or to develop each other and

sometimes it just doesn't work.

That's right, that's right, and I think if you if you sat from

the outset, you said this is it's an agreement, it's it's.

It's not, it should be.

Highrock Bridget yeah relationship. As such it's an

agreement between two people that you wanted to provide.

Provide support for the other you know, and it's if it's not

going to work from the outset. Then there should be the freedom

there to say. Well, actually

this is. This isn't gonna work. I mean like the example I gave

before where you know it was just will fill this form and

sign here right? Job done off

you go. It's not working. You know, there's no point near the

mentor should shouldn't have been doing what they were doing

in the mentee deserve better. So you know there is this issue

that that if you've got like I mentioned before, this sort of

multi strand approach to it. Yeah, those sort of those sort

of issues that can be nipped in the Bud right at the very start.

Yeah no, I think that's great and I think just touch upon talk

before I'm a big believer in keeping things really, really

simple and that's not belittling the process. Absolutely not.

No, but typically is anything more than one side of paper.

What's the value in it? And in some cases in terms of his

mental conversation, it's about looking at kind of what we're

trying to do and what we're trying to measure, how we're

trying to learn why. 'cause for me, the more important it is

that the conversation mentoring is happen happening as opposed

to the documentation of that. But again, that's very different

conversation for a different day. I think what I'm keen to

stress here is for listeners.

To really reflect on what we've talked out here and think,

actually, how can this be used in all the different aspects of

your role in the college? Whatever your role is and what

I mean by that is whether your lecture you can take aspects of

this at your relationship with learners or providing spaces

for learners to mentor other learners there as well. You

know, I'm not just talking here, abound manager and

lecturer, senior lecturer, lecturer. That all these

aspects and principles can be taken away in can applied in

different facets of of the college that you work, another

organization that you're working.

I don't want your thoughts on that, Gary.

I, I mean, I sat here nodding away because they I absolutely

agree. I mean, we.

And we're addressing here. An audience of people that work in

Fe, and you know?

There there I know that people work with, you, know people have

school age, Madoka, laptop, many many groups of 14 year olds

myself but. That you are more likely to encounter adult

learners, and while you're working in an Fe context, and

actually you know, although you're not gonna, you know,

develop a formal mentoring relationship with every student

you have. There is different. It's a different set of.

Set of what should I call it sort of relationship?

Rules if you like, you can apply when you teaching

adults. I mean my my own.

Students are all.

Are all full-time teachers headteachers heads of local

authority Education Department's you know, members of the

Military emergency services these people have got incredible

agency and professionalism and you know the the relationships I

formed with them as my students who are there studying the

mentoring and leadership and things like that often reflect

many of the facets of a mentoring relationship I have.

Sort of tutorials with them where you know that that would

look could look very much like a mentoring relationship, but then

also using you know some of the things some techniques related

to coaching you know. So quite often what we have to deal with

is sort of contextualising work based learning assignments and

projects. I rarely tell people what they should do, but I'll

sit there and I'll use coaching techniques. Questioning to get

people to think about their

context, environment. The assignment criteria and how that

fits in with what they're doing. You know they come to the

answers themselves, but the relationship, broadly speaking,

you know, is very different to that that that that my daughter

has with their primary school teacher, you know, so there are

definitely aspects of mentoring that come into it.

No, I think it's interesting and just to kind of draw sort of

close. I think I thought about your experience Gary, but for me

the last 10 months is.

You know this is provided sector with a lot of different aspects

to reflect to review, to change our ways of working, but just

keep that can understand. I guess in the world of Mentor

ring, I guess a shift to remote working or online work and we're

talking points relationships I guess. What do you feel this

point in time? All the opportunities moving forward in

the words of metals, ankle are going to start off with this

being a lot more.

Um, I'm going to informal mentoring, online support

and kind of collaboration of peers are just fantastic.

Trying to support each other to survive, to pick on that

word you mentioned earlier on again in the New World.

But also, I think there's a lot of opportunities moving

forward as to how we can possibly use technology or not

technology to really enhance aspects of mentor and moving

forward. I don't know if you have chance to really kind of

think reflect on this yet or kind of what your thoughts

are.

Alphabet cycle mentioned. I'm really lucky I I work with.

You know?

3040 Masters students every year and last year this this whole

thing kicked off. As we know when to lock down in March I

mentoring students had just started their mentoring projects

and we're beginning to mentor somebody. It within their own

context, an of course overnight they couldn't go in.

Some people couldn't go into the organizations they

were in and also work shifted so dramatically

that they they they were barely able to recognize

the work that we're doing from the day before. You

know, practice, change workload, change focus

changed so those those.

Relationships initially work would, I guess very much sort of

put on hold for a few days, but what I thought I was going to

have a series of conversations with my with my students saying

I can't do this anymore. I've got too much to do but it wasn't

absolutely every single one of them might have conversation

with came back saying I can't meet them in person, but this

person needs my support more than ever. What can I do to

shift this relationship in an

emergency situation? The questions were related to can I

change fundamentally what I'm doing is still passing my

assignment. It's like yeah, don't worry bout that. We'll get

to that, but what can we do to help these individuals and what

they were doing was coming up with really covering innovative

ways of maintaining some sort of contact. The focus had shifted.

Dementi maybe wasn't now so focused on getting a promotion

to principal teacher, but was really needing some help and

support on how to develop digital learning or support

group of children with varying

needs. Distance over wonderful things that teachers have

managed incredibly this last 10 months. Yeah, but that's an

unashamed plug and thank you to everyone who was doing it. So

there was this initial emergency thing, but people were were were

not wanting to abandon it but just change the nature of the

support. So what I've seen over the last year now is I've got a

new cohort of students in who are all now developing these

particular mentoring relationships in lots of

different settings within this

context. And actually there is an increased use of digital

technologies now. Well, now we all. We don't even think twice

if we're going to have a meeting you click on zoom or you know

you on teams or whatever. So there is an increased use of

that. But also there is an increased use of sort of Co

mentoring peer mentoring ideas around Co, creation group,

mentoring all this sort of stuff coming coming through. So I

think ultimately we were very lucky working in education. You

work with incredibly creative.

And energetic individuals, and it's good to see that these knew

sort of ideas about how things are developing are being taken

forward. I mean, that's just an assignment type setting. But

when you look at development of.

Mentoring in organisations going forward. Lots of these things

will seed ideas into that which is really heartening to see.

Nothing after you, right? I think when talking kind of our

lecturers and teachers both, you know in schools and colleges,

universities like a Word document upon it is resilient

and are incredibly resilient to continue doing what we're doing

with the current circumstances and again, at the whole

heartedly agree with you, know the plug in the kind of the

gratitude for that. And I think, yeah, absolutely moving forward

technology and again without us

for another. No, I was not going today, but in terms of

technology, can really provide a lot of different opportunities

as to how we can potentially enhance the experience of our

lecturers and students. I think in the world of men or in the

significant opportunities, but again with caution, I think that

you know, we gotta take for those fundamental principles of

affective relationship building that we're doing. Just again

shift everything online. You know when it comes to kind of

mentors and mentoring, but actually can remove a

significant volume of barriers.

That would potentially inhibit the mentor and mentee begin that

process as well, so it's a really exciting and interesting

topic there, as well as to how

we can. Potentially use technology to support enhancers.

Yeah, I mean you probably got someone lined up that you can,

you know have a good a good conversation with around the use

of technology in in learning, but I mean but the few sort of

short thoughts I've gotten. It really would be that it's I

don't think we're going to find ourselves in the position you

know, post in a post vaccine, covid world if that's ever going

to exist where we're just going to switch off all the teams and

zoom meetings and go back to doing what we're doing.

I don't think that's ever gonna happen. I think we've

had this fundamental cultural professional shift. Lots of

things that are happening need to stop and we do need to get

back to doing lots of the good things we were doing before.

And I am like someone else can't wait to do that. But

actually some of the things we've learned.

I gotta be really, really useful and we shouldn't abandon those.

You know you and I briefly prior to this other conversation

about, you know. The ability to to live one place and work

somewhere else. You know, I think some of those things are

going to be really important moving forwards, and I think

that's going to be useful for you know, cross college cross

sector international collaboration, where you'd be

able to, you know, have some mentoring from you. Know

somebody? Maybe there's a technical expert in Germany or

somebody that's pedagogy expert in London or whatever it might

be. You know we can. We can look out that might develop, and it's

quite exciting in that respect.

Nothing very exciting. And I think you know the term. Blue

Sky thinking is often determined. Was it overly used

in the wrong context? But right now, in terms of kind of

reshaping education or can looking at how we can take the

best bits of all world that we've been in is a real

opportunity that I think you're absolutely right. I think that's

yes, definitely water two conversations for different

days, but I think there's some real opportunities ever. Next,

I'm not going to February next six months or so to see. Well,

how does the shape of the next academic session and appreciate

the minute? That's quite short term, but even longer term,

great opportunities, but especially in the world of men

or into how we can make the most fun and get the most out there.

I think so. I think so yeah. I think it's fantastic very well.

Thank you very much for your time. There's been some really

really insightful points there and let you see I think a word

which I'm going to use on about this is around that perspective

in and around. You know, for me the purpose from entering is to

provide a different perspective on an individual's current

situation, and I think that this I think the fundamental aspects

that you talk there in terms of how we do that effectively, you

know, valued in whichever form entering is used. So thanks very

much and hopefully. You're welcome very. Alright, thanks

very much. Bye bye now bye bye.