

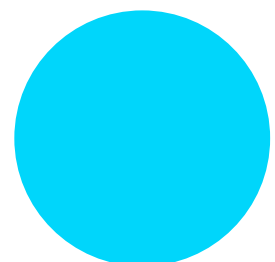
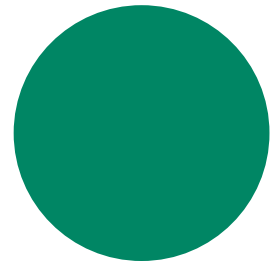
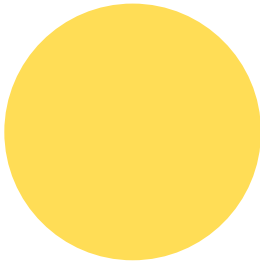
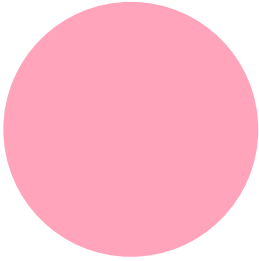
The Fashion Tutor as Sustainability in Practice Ways of Being



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Through the participatory activities and research findings of FashionSEEDS, it is evident that fashion tutors respond positively to opportunities to share experiences with each other, and that purposeful change in practice happens more quickly when tutors work together.

This might seem obvious to you, however, the FashionSEEDS team have experienced a lack of opportunity for tutors, in universities across the world, to engage in peer to peer sharing of teaching practices and co-learning in relation to fashion design and sustainability and in practices of personal and professional reflection. Any consideration in teaching practice relating to sustainability must be seen as part of a questioning of not only what we know, but also of how we know what we know.

By creating spaces where tutors can question their own ways of knowing and ask each other about how they know what they know, we do well to remember that, as Alfred Korzybski said, “the map is not the territory.” That is to say that ideas about something are not the thing itself and that unless we stay open to that understanding, we will limit our vision of the world and our openness to the multiple threads of life.

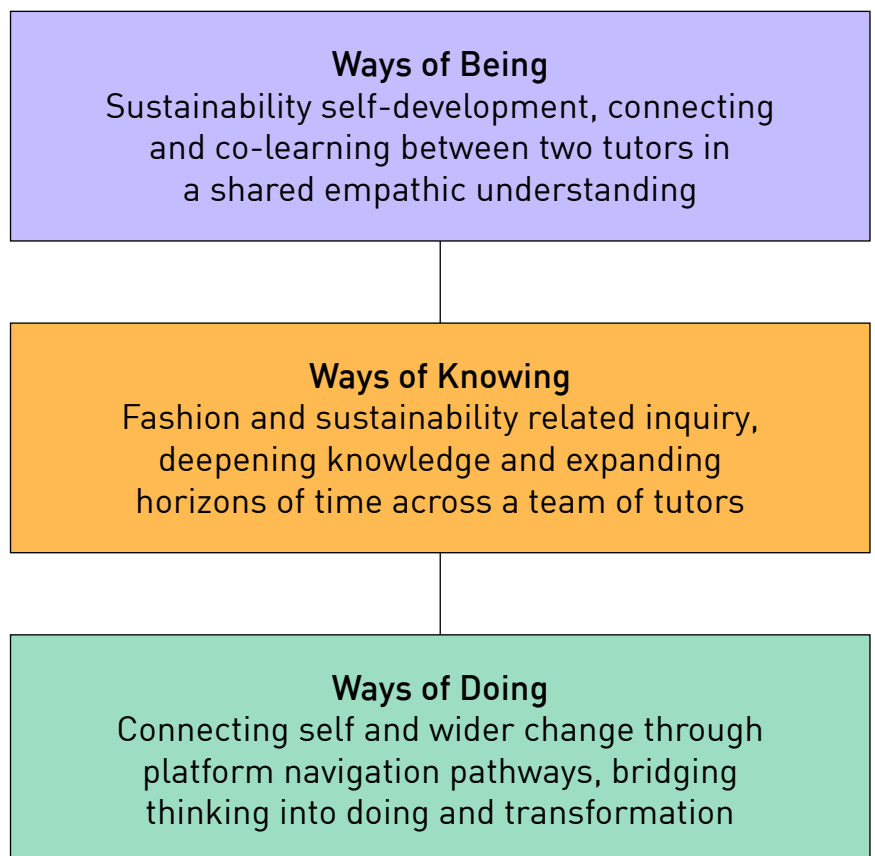




The Fashion Tutor as Sustainability in Practice - is made up of three elements: Ways of Being, Ways of Knowing and Ways of Doing. They can be engaged with separately or in tandem. Their contents have been developed by the project team leader out of a longitudinal study with team members, via a series of reflections, and from broader tutor insights gathered in phase one of the research (see [Benchmarking Report](#)) and feedback from tutor engagement activities, (see [Framework Document](#)).

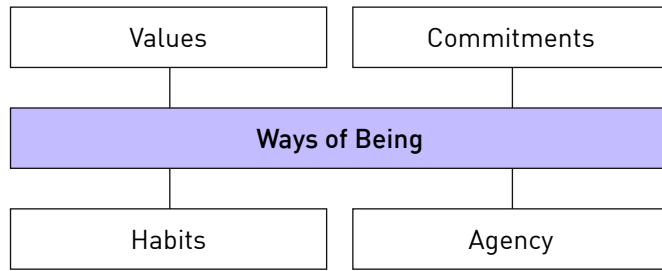
These guides seek to gather tutors together to consider change as a dual process taking place within themselves and within learners with whom they interact.

The three elements are:



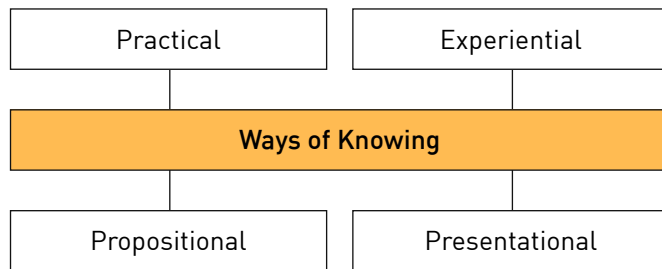
Ways of Being: Self-development in sustainability

A mutual learning process where two people come together to develop their own sense-making of sustainability via discussion, decision-making, and self-care.



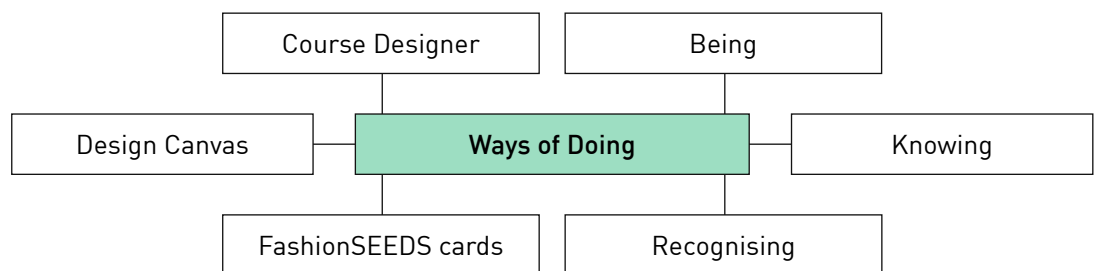
Ways of Knowing: Fashion and sustainability related inquiry

A co-learning process based on a co-operative enquiry methodology, where a small group of people can come together to explore an area of shared enquiry through listening, reflecting, and taking action.



Ways of Doing: Connecting self with wider change

The [FashionSEEDS platform](#) has been designed to offer a flexible route through content in order to support tutors in their interactions with learners. The platform is designed to be approached in multiple ways, thereby acting as a guide that can be referenced, adapted, tested, applied, and iterated.





Who is the Ways of Being guide for?

Ways of Being is a guide for tutors seeking to develop reflection time and practice development. In busy lives, tutors often foreground the care and needs of a range of people, limiting time for their own reflection and practice development. This guide helps tutors to make a commitment to their own reflection time.

What is the Ways of Being guide?

Ways of Being is a means to develop habits that can help you in your work and life. By linking up with someone else, and using a conversation and diary format, you can engage in listening, reflecting, and taking action that aims to enable both taking care of one other and yourself. The guide is about creating the space for reflection, commitment, and action in your teaching in fashion design for sustainability.

Why use the Ways of Being guide?

Many tutors feel an ethical, moral, as well as professional interest and responsibility in relation to sustainability. However, for many, their response-ability, their ability for agency in responding to the world, is limited by several factors. The guide seeks to encourage an increasing recognition of the value of methods and practices that draw from a range of disciplines, belief systems, cultures, and professional contexts. In developing the guide, a range of coaching techniques have been examined, synthesised, and applied to create a resource for tutors wishing to explore possibilities that you have within yourselves, that can get hidden or blocked by the distractions of daily life. This is congruent with sustainability as a participatory educational paradigm. Here, coaching offers an emergent process of learning, with a range of exemplars, guides, and techniques.

How was the Ways of Being guide developed?

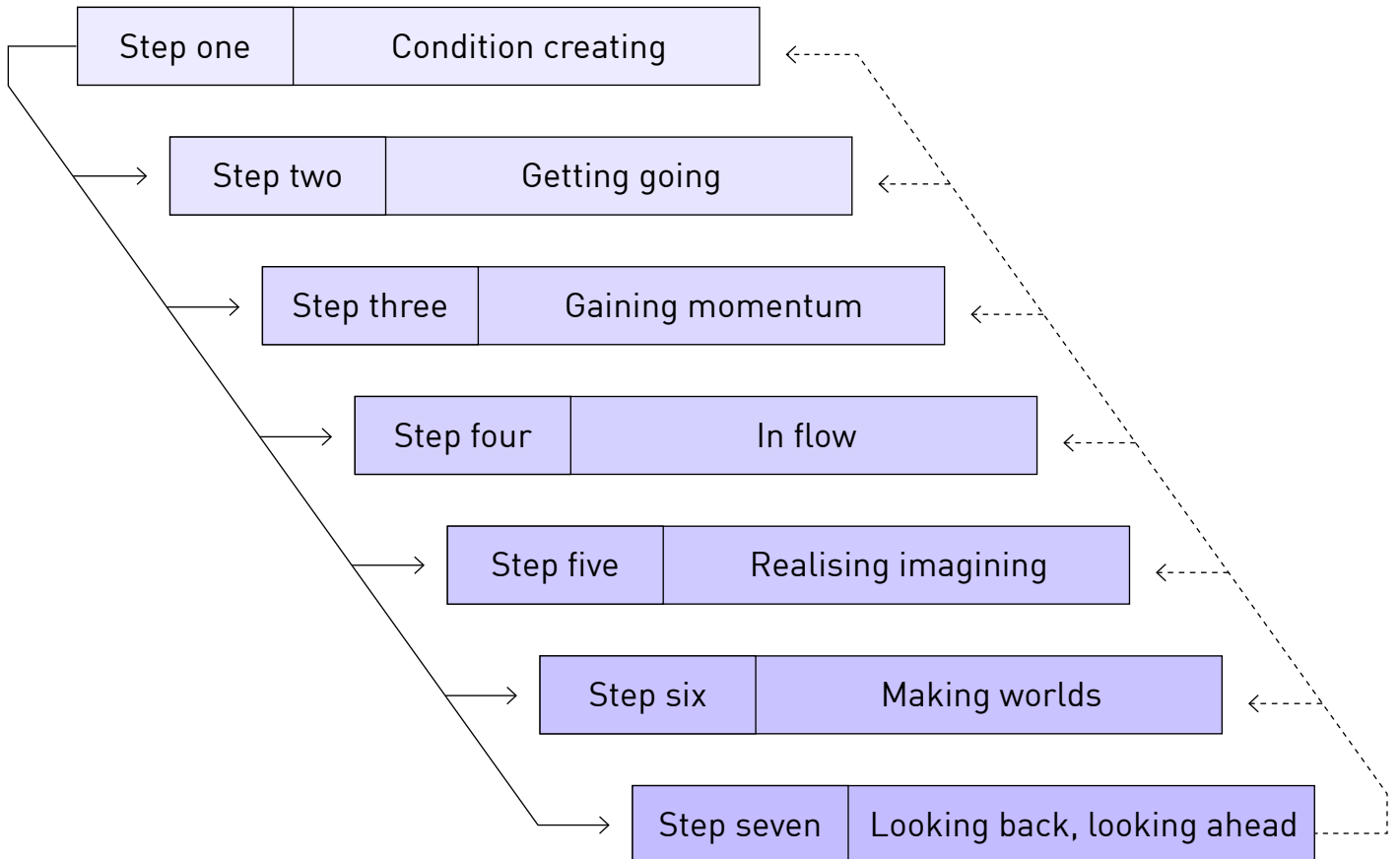
The Ways of Being guide was developed from the reflections of the tutors and researchers involved in the FashionSEEDS project. These insights were analysed and cross-referenced with a range of coaching, reflexivity, learning design, and creative working practices techniques (Murray (2011), Kaos Pilot (2021), Csíkszentmihályi (2002)). The author makes use of tools and techniques that have been tried and tested, whilst asserting this is an iterative process that will be different for each person and each partnership involved. The guide seeks to support tutors' creative practice through designing spaces and conditions that support consideration and reflection on what 'being in your element' looks like. It creates a means of exploring what a sense of fulfilment involves, through guided conversations with another person, who is considering the same things about themselves. By recognising how and where you do your best work, you can encourage yourself and nurture abilities in your partner and others around you, to make positive change in the world.

By engaging in a peer to peer, self-reflexive process, you can support and be supported to see your blind spots and be active in pointing out and acknowledging a straight-talking approach to self-learning. This reciprocal process of giving and receiving requires courage and is supported by a methodology that asks and answers questions that can make a positive difference in your life and work.

At a time when tutors are experiencing substantial challenges – the myriad of considerations that you have in supporting your students to flourish, including eco-anxiety and social inequality – this and other approaches to care are desperately needed. These tools cannot change the events taking place around us. However, we each create our own stories relating to what is happening and the things that people say and do. This tool can contribute to our ability to identify stories that we can recognise, can take part in, and that represent a diversity of people, places, and perspectives. By helping us to see what needs to be done, we can identify and visualise the contribution that we can make towards systemic change. It can help us to create stories in which we make positive change. Making a positive difference at a systems level involves making a positive difference within ourselves.

The seven steps of Ways of Being

These steps are not designed in a straight line, but create a momentum in going forwards and backwards, returning to ideas discussed and questions formed in earlier sessions.



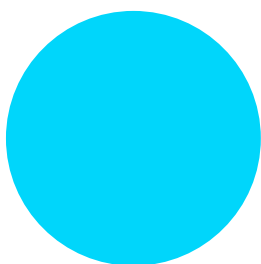
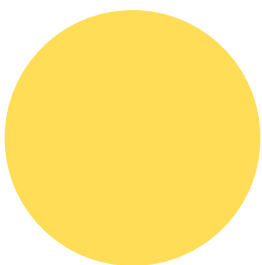


Step one: Condition creating

- The seven steps of Ways of Being
- Step one: Condition creating
 - Step two: Getting going
 - Step three: Gaining momentum
 - Step four: In flow
 - Step five: Realising imagining
 - Step six: Making worlds
 - Step seven: Looking back, looking ahead
- Key references



Start by finding someone you could share thoughts with openly. Somebody you would be prepared to help and to be helped by. This might be someone you know well and work with directly or someone you don't know well at all. Find out if they are interested in engaging in a peer-peer reflexive process such as outlined below in Ways Of Being.



Things to consider first

This is about trust and commitment, to each other and the process itself, i.e., can you commit to meeting six (or more) times after this initial discussion. Are you alright with this? If not, then can you say why not? What might remove the barriers to taking part?

This is about committing to an intention, not a specified outcome. Is being open ended fine by you? If not, then can you say why not? What is the outcome that you would wish to identify now and why?

This is a part of a life-long process of learning. So, by engaging in this process, you are doing the work of shaping, forming, and developing. There was a before and there will be an after. As yet, this is unknown.

This person-to-person self and co-learning involves a no-judgement approach, either on yourself or on your partner. This means being careful not to think or to say words such as 'should' or 'ought to'. These can create feelings of guilt or embarrassment on either side. In place of this, it can be helpful in giving feedback to your partner, to say, "From what I have heard..." "how about?", "Would it be helpful if?"

Things to consider second

Across the seven sessions outlined above, the three elements below can be helpful reminders. You can refer back to them at any point across your regular meetings. You may wish to check in with them when you meet, so that they help you to build habits of reflection. When these are practiced through regular, but not necessarily frequent meetings with someone who is also interested in making some time for reflection, they can become helpful habits.

Commitment to
Intentions over goals
Stretching over breaking
Self and each other

Courage as
Power in action
Learning to fall well
Being seen differently

Stories that make worlds
Don't allow unhelpful stories to play out
Understand things that are, learn from them
Stories where you play a positive part

Commitment to

As humans, we have incredible minds. Our conscious minds only hold a few ideas at once, whilst our unconscious minds undertake billions of processes each second. By going beyond the immediacy of our conscious minds, we can think about our values, perceptions and understanding and how these are played out through the approaches that we take in navigating the complexities of our daily lives. The Ways of Being habit helps you to look at mind strategies that you use and to see which ones are working well versus ones that are not working so well, and to nurture or step back from them.

You may wish to check in at the start or end of every session with repeating these commitments and asking each other how they are going and to ask:

- What new habits are you finding yourself forming?
- Is there anything happening that you realise you were not conscious about?
- Have you noticed any unconscious habits in each other? Is it useful to identify them?
- What unhelpful as well as helpful habits are being formed through using this guide?

Commitment involves making time-bound, clear points of reflection and action. Too much leg room makes for a dissipation of energy in relation to the intention. Being too ambitious can be disappointing and de-motivating. By recognising that habits are not the same as characteristics, you can identify habits that do and don't work for you and then change them accordingly.

From our experience, the urgency of the climate emergency and social injustice can lead to emergency mode in tutors; an always on, which can cause burn out, illness and exhaustion. In the words of Bayo Akomolafe, 'times are urgent, let us slow down.' This is about working out where we are best placed to focus our energies.



Courage as

This is about recognising that saying no to some things is not the same as saying that you don't care, or that you can't do something. It involves acknowledging what you are best placed to be doing. Your commitments can help you to develop boundaries that can be helpful in keeping focus and not trying to change everything at once. In this process, courage involves being able to give and receive straight-talking feedback too. Whilst it can appear more supportive to give positive feedback, we each have our blind spots, relating to stories that we tell ourselves, as well as due to a range of factors including distractions, workloads and personal matters.

Whilst students are encouraged to experiment and to learn from what they or others may identify as failure, tutors are often expected to avoid risks, not to admit to uncertainties, or to trip up. Whilst professional conduct involves ensuring that you do not experiment with things that could cause damage to learners, buildings or to yourself (health and safety, code of conduct etc.) this process encourages experimentation with ideas about yourself and your habits of mind. You may wish to decide together how you will recognise signs of things not going to plan in order to practice falling or failing well. You need to identify your boundaries in this co-learning partnership. Giving and receiving straight-talking feedback requires care and thoughtfulness. It also requires consideration of where and when this feedback takes place.

For feedback to be useful and valuable, the following process is suggested:

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**Parameters for straight-talking feedback
(for use over the duration of the sessions and beyond)**

1. Ask permission

Can I give you some straight-talking feedback? If yes, agree a time, place and duration. If no, respect this. Think carefully. If you feel that it is very important, re-visit it at a time that takes known factors into account. Don't insist if no is the reply. Saying no can be challenging and acknowledging that is important in the conversation.

2. Recognise the situation

Be clear about the context of the feedback. Does it relate to a specific situation, or something noticed over a defined time period?

3. Share the observation

Be clear that you are sharing your observation, not the 'truth' or judgement before saying something that you have observed. Include positive elements (there is always something positive, but be honest. Don't say anything you don't think). Be as specific and clear as possible.

4. Articulate the impact

Offer evidence relating to the observation, whilst not implicating or involving anyone else.

5. Create space for open discussion

This may involve pausing, listening, asking if there is anything that the person wants from you, or simply thanking them for listening and respecting their wish to either speak or quietly reflect. Always follow up to ask if the experience was a positive one for them and if not, what could have made it a more positive one.

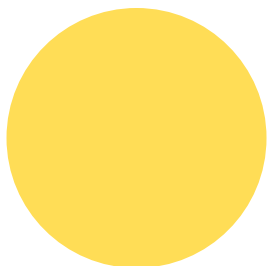
Stories that make worlds

The stories that we were told growing up, and those that we tell ourselves through our own life experiences and from what we've heard, seen, and read, become the stories that we live our lives by. They also become the stories that we tell others, so they shape future stories too. These stories that we live by are not, however, the only way that life can be seen and not all stories help us in our relationships – with ourselves and other human and more than human elements of life. By questioning the stories that we know, looking at where they come from and who or what they serve, it is possible to learn from them, to let go of the ones that don't serve life and to create stories of the world that we want to live in.



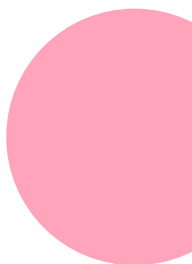
Step two: Getting going

- The seven steps of Ways of Being
- Step one: Condition creating
- **Step two: Getting going**
- Step three: Gaining momentum
- Step four: In flow
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- Key references



Decide on a place, time, and duration for the meeting. Ensure that there are no distractions, that you are both comfortable and that you have the resources that you need. This may be pen and paper, phones to record the conversation – or anything else. (Ensure you both have a copy of Ways of Being)

Decide who will start by asking/ responding to the following six questions, then swap over roles. Decide whether or not you are making a note of each other's responses and then passing them over. Alternatively, download and print out this guide and make all your notes in it.



1. What are your pronouns and ways that you feel comfortable being addressed?

2. What are the rules that we want to agree to before we start? (could include keeping to time, if/ how you stay in contact between sessions, boundaries of conversations, confidentiality)

Once you have a clear idea of the responses from Q1 and 2, take a moment before asking each other

3. What are you feeling grateful for right now or since we last met?

4. What three words might a good friend or family member use to describe you when you are 'in your element' – being your best self?

5. Which three of your characteristics do you think help you to contribute positively in the world?

6. Can you name something that you are proud to have achieved?
What did it teach you about the impact that you can make in the world?

Swap over again and move on to the following two questions, taking it in turns to ask and respond.

1. Thinking about all areas of your life, if you could change anything, what would you change?

What else....

What wouldn't you change?

What else....

2. What elements of your potential do you think you are not fully realising?
What would it look like if you were able to realise these possibilities?

Take a moment, then ask each other:

In what ways could your support help me to achieve my potential and how would it feel to know that you had made a positive difference to my life?

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Then decide whether you can commit to meeting six (or more) times, whether the time is right for you to be doing this and if the answer is yes, agree a way to seal that commitment.

What would help you both to hold to this pledge to each other and to yourself? (this might take the form of a note to each other, an email, text or the exchange of a token of commitment – nothing of value beyond the commitment).

If it's not the right time, then you might agree to keep in touch or to check in with each other in future. You may wish to specify a date now, so that you can remember to do so.

Three things before you leave:

Just so you know

What are the things that are important to you, that you can agree on here and now? These might be practical, such as agreeing to switch off phones when you are together, or conversely, that you need to have your phones due to caring responsibilities that need your awareness. Or they might relate to customs and practices that are important to you. Make a note of these together and have them to hand whenever you meet. They might sit alongside the rules of the partnership or be less explicit, but mutually understood.

Briefly share something that is currently challenging you, just say what it is

Ask each other the following four questions about it:

1. What is the smallest thing that you could do now that would make the biggest difference?
2. If you were someone else involved in this challenge, what would they most want to happen?
3. What is valuable in this challenge (what does it give you the chance to learn/demonstrate?)
4. Acknowledge the difficult elements of the challenge, and see if the answers to the questions can help. The answer is not always yes, but they situate the challenge relationally.

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Ambition setting

Set yourself an ambition, something(s) that you will do before you next meet. Make it specific and time bound, so that when your partner asks you if you've achieved it, the answer will be either yes or no. You may wish to base it on something that you added to the list aligned to 'start'. Make a note of it and share it with your partner, with a few words to say what it will feel like to have done it. Then arrange a time, date and location for the next meeting and maybe thank each other for their time.

Ambition

Timescale

What would it look like?



Step three: Gaining momentum

- The seven steps of Ways of Being
- Step one: Condition creating
- Step two: Getting going
- **Step three: Gaining momentum**
- Step four: In flow
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As in the first meeting, make sure that you are both free of distractions and that you can honour the agreed time commitment. Make yourselves comfortable and take a moment to acknowledge each other's presence.

Gratitude soup

Ask your partner to name as many things as possible that they feel grateful for right now (in 60 seconds).

Swap over and respond to the question yourself (no need to record this or write anything down just share your responses).

Temperature Check

Ask if the ambition set in the last meeting has been achieved.

If the answer is yes, how does that feel and what else are you thinking about that could take that ambition further? Or have a positive impact on a deeper or wider scale?

If the answer is no, run through the final four questions from the Getting Going session (page 18), replacing the word challenge with ambition and see if you can set a new date for achieving the ambition or whether it would be useful to amend it, or to consider your responses to the questions as the achievement.

The consequences of good decisions

Draw a table with two columns and several rows. On the left-hand side, make a list of positive things that have happened in the last month. This could be in your teaching practice, your outlook on life or relationships within your team or outside of it.

On the left-hand side, aligned to each positive element, list what decisions you made that helped in creating these good outcomes.

We make decisions based on what we care about most and based on the best information at hand. Run through the lists together and ask each other:

How would being able to make clear, decisive, confident decisions, based on knowing what is of greatest value in a situation, benefit your life and your teaching practice?

Positive things that have happened recently

What decisions helped in creating these good outcomes?



Deep listening

Take a moment to think about someone you have great respect for, whose decisions you find wise, whose actions and characteristics you admire.

Then take it in turns to pause your own thoughts and listen to your partner describing them, without saying their name, note down as many words that they say as you can.

Then swap over and swap notes, so that you have the notes of the words that you spoke. Keep a note of these words and underline the ones that you feel most strongly about.

Amplify, step back from, stop, start

Use the following table to make a list of the main elements of your workplan over the past month, activities that add up to at least ten percent of your time. Look at the words that your partner wrote for you in the deep listening exercise and particularly at the ones that you underlined.

Using the columns on the right, mark which of the four actions you wish to take into the future and add any that you wish to start.

Discuss your chart with your partner and how values-based decisions (based on the list from the deep listening exercise) can help decision-making that leads to positive outcomes.

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Ambition setting

Set yourself an ambition, something(s) that you will do before you next meet. Make it specific and time bound, so that when your partner asks you if you've achieved it, the answer will be either yes or no. You may wish to base it on something that you added to the list aligned to 'start'. Make a note of it and share it with your partner, with a few words to say what it will feel like to have done it. Then arrange a time, date and location for the next meeting and maybe thank each other for their time.

Ambition

Timescale

What would it look like?



Step four: In flow

- The seven steps of Ways of Being
- Step one: Condition creating
- Step two: Getting going
- Step three: Gaining momentum
- **Step four: In flow**
- Step five: Realising imagining
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- Key references



As in previous meet ups, ensure that there are no distractions, that you are both comfortable and that you have the resources that you need. This may be pen and paper, phones to record conversation – or something else. Take a moment to acknowledge each other's presence.

Divergence and convergence

Ask your partner to name as many things as possible that they feel grateful for right now (in 60 seconds).

Swap over and respond to the question yourself. No need to write anything down or to record anything, just keep going until the time is up.

Ask each other:

- What are the values that are most important to you?
- What do you do to live by your values?

Did the deep listening exercise and the list of values generated in it, in the last meeting, influence or change anything that you have done or decided to do since?

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Temperature Check

Ask if the ambition set in the last meeting has been achieved. If the answer is yes, how does that feel and what else are they thinking about that could take that ambition further? Or have a positive impact on a deeper or wider scale?

If the answer is no, run through the final four questions from the Getting Going session (page 18), replacing the word challenge with ambition and see if you can set a new date for achieving the ambition or whether it would be useful to amend it, or to consider your responses to the questions as the achievement.

Living and working in flow

As creative practitioners, there are times when ideas, practices of making, writing or otherwise realising good work seem effortless. There are other times when we feel blocked, frustrated, overwhelmed, or lack focus. Much has been written about being in flow, a state of mind in which a person becomes fully immersed in an activity. Positive psychologist Mihály Csíkszentmihályi describes flow as a state of complete immersion in an activity. It is when you are completely involved and focused on what you are doing.

‘The ego falls away. Time flies. Every action, movement, and thought follows inevitably from the previous one, like playing jazz. Your whole being is involved, and you’re using your skills to the utmost.’ – Csíkszentmihályi in Wired magazine (Geirland J. 1999.)

There is relatively little talked about in relation to teaching and flow in the context of the concerns and possibilities of our times. Here are a few questions that might help you in thinking about living and teaching in flow.

Pause for a moment and think about a time when you were really in flow, you were inspired, curious, and engaged in an activity. Then take it in turns to ask:

- What was happening?
- Who were you with?
- What were you doing?
- How did it feel?

It might mean thinking back to a long time ago, or to something that is quite recent.

You might describe the time in words, in an illustration that you share or using objects, colours or shapes. Or you might ask your partner to make notes of what you say or to respond through sketching, recording audio or another means of capturing the essence of what was taking place.

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Then think about the past two weeks, to what, where and when you have felt excited about something you have been doing?

You might use the same or different ways to capture what has taken place.

Then ask each other:

- What are the things that inspired these feelings, in the first example and in the more recent one?
- What are the conditions that help you to be in flow?
- How can you create those conditions more often?

Then take a few moments to think about what your partner has said about the conditions and the activities that lead them to being completely involved and focused on what they were doing. Then share with each other what you have heard and how it fits with what you know about what they do. Then think about what your partner has said about when you are in flow.

- What is involved in these ways of being?
- Which elements feel quite easy and fit well into your practice?
- Which elements are a good reminder of what you do well, feel right, and important to you?
- How can thinking about this make all elements of what you do be a positive part of your ways of being?

Make a short note of them and keep it handy.

→



Ambition setting

Set yourself an ambition, something(s) that you will do before you next meet. Make it specific and time bound, so that when your partner asks you if you've achieved it, the answer will be either yes or no. You may wish to base it on something that you added to the list aligned to 'start'. Make a note of it and share it with your partner, with a few words to say what it will feel like to have done it. Then arrange a time, date and location for the next meeting and maybe thank each other for their time.

Ambition

Timescale

What would it look like?



Step five: Realising imagining

The seven steps of Ways of Being

Step one: Condition creating

Step two: Getting going

Step three: Gaining momentum

Step four: In flow

→ **Step five: Realising imagining**

Step six: Making worlds

Step seven: Looking back, looking ahead

Key references



As in previous meet ups, ensure that there are no distractions, that you are both comfortable and that you have the resources that you need. This may be pen and paper, phones to record conversation – or something else. Take a moment to acknowledge each other's presence. Then take the time to sit in the same space, but quietly working by yourselves.

Temperature Check

Ask if the ambition set in the last meeting has been achieved. If the answer is yes, how does that feel and what else are you thinking about that could take that ambition further, or have a positive impact on a deeper or wider scale?

If the answer is no, run through the final four questions from the Getting Going session (page 18), replacing the word challenge with ambition and see if you can set a new date for achieving the ambition or whether it would be useful to amend it, or to consider your responses to the questions as the achievement.

→

Gratitude Soup

Name as many things as possible that you feel grateful for in your own life at this time (in 60 seconds).

Look back at what you said last week about when you feel in your element. When, as Csíkszentmihályi puts it, 'your whole being is involved, and you're using your skills to the utmost,' what could you do that could help somebody you know (another tutor, a student, friend, or family member) who has a challenge or concern? You do not need to say who you are thinking about or what the challenge is, but focus on what you can do to help.

Dissolving challenges

Challenges and concerns can be approached in several ways. Start by asking yourself:

- How could I use the resources and abilities that I have to help dissolve this challenge or concern?
- What is the smallest thing that I could do (i.e. I really can just do) to make the biggest difference?
- Thinking about success as a verb, what would it be doing now?
- If I saw this situation as a means to do something I enjoy doing, what would I do now?

→



Looking through a different lens

Some challenges and concerns cannot be dissolved. If, after thinking about the questions above, it is clear that the challenge or concern is difficult, deep-seated and multi-faceted, then it might help to look at it from a different angle, often referred to as re-framing. In this case, ask yourself:

- How can those involved learn from this challenge or concern?
- How can those involved understand the situation better?
- How can you talk about and approach the situation as a means for positive action, a valuable lens?
- How can I turn this into something that I can positively contribute to?

Apportioning airtime

If it is not possible to dissolve or change the lens on a challenge or concern, then it's important to acknowledge the situation, but also that there are other important matters that are going well. Unless there are elements that involve potential harm or matters that need to be reported or escalated to relevant people, then letting go of the energy that you and others are spending on it may be beneficial to all involved. Putting it temporarily to one side, and pausing the energy spent on it to focus on other things, can be refreshing to those involved. This is not to suggest that it isn't possible to improve it, or to give in to it, but to re-balance the time spent on it.

Thinking about this challenge or concern as part of what you, your team or community are involved in, ask yourself:

- How this part of you or your work feels and how it feels for other people involved?

Acknowledge that this is real.

Then think about other parts of you, your work or community. How do other parts of what you are doing feel? Acknowledge that these are also real parts of the whole that make up who you are, the team or community that you are thinking about.

By deciding to pause, take attention away from or to step back from a situation, this does not make it go away. It may be useful to decide a time when you will revisit it and run through the process again. This might be a day, week, month, or term ahead. You may wish to manifest this 'parking' physically by taking a piece of paper and writing parked on it and a date to come back to it. Keep it tucked into the back of your notes for these sessions.





Check back in

Having spent some time working through these challenges and concerns by yourself, come back together to share what you have learnt about yourself and how you can help a wider set of people. Acknowledge that when you are considering something that impacts your team, family, and wider lives, it can sometimes be easier than when you are considering something that you can do to help yourself.

- What does that tell you about how you can help yourself and help others?
- What have you learnt from listening to what your partner has shared with you?

Imagining otherwise

Take a moment to pause. Take a deep breath and if you feel comfortable doing so, close your eyes and relax. Listen to what you can hear immediately around you for a minute or so. Then stretch your ears and your mind to listen to what is happening beyond your immediate surroundings. It might help to think about what is happening above you, in the skies, what is happening beneath where you are, or what is happening around you at town, city, and country scales.

Now open your eyes and pause again for a minute.

You may find that you have been able to clear your mind of the immediacy of daily life and work.

Take it in turns to share with each other, and for the partner listening, note down what you hear. Imagine a date two years from now. Imagine what you are doing that you find fulfilling. Imagine the world that you wish to live in. What does it look like? What is going on?





Vision setting

Share the notes that you have written from what you have heard from your partner. Sit with the notes that you have been given and write a short vision statement.

This needs to be a little note, sketch, photo or similar to yourself that you want to keep to hand. It is useful if it is a note, to be short enough to be easy to remember.

Then, using your notebook, or whatever means that you are using to record elements of the sessions, think of as many things as possible that could contribute to making your vision a reality - things that you can do and that others could do. You may wish to work backwards from a place where you have achieved your vision and the steps that you took to getting there. Map them out in whatever ways you find useful to you.



My vision is to...

This will give me the opportunity to...

Its impact on my family / students / colleagues / community will be to...



Ambition setting

Then, coming back to today, think about what a bold step might be in realising this vision, something (s) that you will do before you next meet. Make it specific and time bound, so that when your partner asks you if you've achieved it, the answer will be either yes or no. You may wish to base it on something that you added to the list aligned to 'start'. Make a note of it and share it with your partner, with a few words to say what it will feel like to have done it. Then arrange a time, date and location for your next meeting and maybe thank each other for their time.

Ambition

Timescale

What would it look like?



Step six: Making worlds

The seven steps of Ways of Being

Step one: Condition creating

Step two: Getting going

Step three: Gaining momentum

Step four: In flow

Step five: Realising imagining

→ **Step six: Making worlds**

Step seven: Looking back, looking ahead

Key references



As in previous meet ups, ensure that there are no distractions, that you are both comfortable and that you have the resources that you need. This may be pen and paper, phones to record conversation, or something else. Take a moment to acknowledge each other's presence.

Gratitude Soup

Ask your partner to name as many things as possible that they feel grateful for right now (in 60 seconds).

Swap over and respond to the question yourself (no need to record this or write anything down).

What really matters

Think about something that you have achieved that really matters to you, that you are truly elated to have achieved (it might be personal, or professional, publicly visible or privately recognised).

- Who else benefitted from this achievement?
- Why is it important to you?
- What did you do to reach that achievement?

Take it in turns to share your responses to these questions with each other.



Temperature Check

Think back to the bold step set in the last meeting and to the vision statement that you made then.

Has the timebound, identified step been achieved? If the answer is yes, how does that feel and what else are you thinking about that could take this step further, to realise your vision? Or have a positive impact on a deeper or wider scale?

If the answer is no, run through the final four questions from the Getting Going session (page 18), replacing the word challenge with positive step and see if you can set a new date for making the step or whether it would be useful to amend it, or to consider your responses to the questions as achievements.

Stories that make worlds

How we view the world is informed by beliefs and stories that we've grown up with that influence how we think about experiences, how people behave towards us and how we perceive ourselves in relation to the human and more than human life around us. These stories influence our habits too. Sometimes these stories and beliefs can take us forward, and sometimes they can hold us back. Draw a line down the centre of a piece of paper and on the left-hand side, make a note of your responses to the following questions:

- What are the things that hold you back from realising the things you would like to realise?
- What are you having trouble doing at the moment? (in your teaching or otherwise)
- What are the specific things that are in the way of you doing your best work right now?

Hand your responses to your partner and ask them to note down their thoughts in response to your answers on the right-hand side of the page, referring to your responses to the what really matters questions. Think of what might help them, based on what they have already said about themselves.

Once you have discussed this, ask each other to think of somebody who they consider to have achieved great things and made a big impact in the world. It might be somebody who is well known, or someone who is known only to you.

Imagine that you are that person, but right here and now, in your shoes. What would they do more of, step back from, start and stop doing? Take it in turns to listen to each other's responses. With this in mind, finish the meet up with ambition setting, based on today's conversations.

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Ambition setting

Set yourself an ambition, something(s) that you will do before you next meet. Make it specific and time bound, so that when your partner asks you if you've achieved it, the answer will be either yes or no. You may wish to base it on something that you added to the list aligned to 'start'. Make a note of it and share it with your partner, with a few words to say what it will feel like to have done it. Then arrange a time, date and location for the next meeting and maybe thank each other for their time.

Ambition

Timescale

What would it look like?



Step seven: Looking back, looking ahead

The seven steps of Ways of Being

Step one: Condition creating

Step two: Getting going

Step three: Gaining momentum

Step four: In flow

Step five: Realising imagining

Step six: Making worlds

→ **Step seven: Looking back, looking ahead**

Key references

As in previous meet ups, ensure that there are no distractions, that you are both comfortable and that you have the resources that you need. This may be pen and paper, phones to record conversation or something else. Take a moment to acknowledge each other's presence. You may wish to thank each other for keeping the commitment that you made to each other to meet six times and to respect the boundaries that you identified at the the outset.

Looking forward, looking around, looking back.

This meet up follows a more open format than the previous sessions, that were designed to encourage a rhythm, pattern and set of habits that can become easy to continue to practice.

This meet up is an opportunity to reflect again on the three elements of the process of Ways of Being.

Take a look at them again now:

Commitment to
Intentions over goals
Stretching over breaking
Self and each other

Courage as
Power in action
Learning to fall well
Being seen differently

Stories that make worlds
Don't allow unhelpful stories to play out
Understand things that are, learn from them
Stories where you play a positive part

→





Temperature Check

Check in to see if the ambition set in the last meeting has been achieved. If the answer is yes, how does that feel and what else are you thinking about that could take that ambition further? Or have a positive impact on a deeper or wider scale?

If the answer is no, run through the final four questions from the Getting Going session (page 18), replacing the word challenge with ambition and see if the ambition still serves your vision, or whether it would be useful to amend it, or to consider your responses to the questions as an achievement.

Re-fresh each other with your vision statements (see page 37), and talk through how you feel about them now. Now that you have fulfilled your commitment to each other and to yourself, what would you like to ask your partner before you head off?

You may wish to make a date in six months' time, to check in, to see how things are going. How will you help each other to keep to that commitment and what parameters do you want to agree around it?

Some of the following suggestions for questions may be useful:

- Can we go back to meet three? I would just like to run through something that I wrote down/ you wrote down and to ask for clarification on something.
- I have a particular challenge or concern at the moment, please can we run through the process in week four to dissolve it, look at it through a different lens or to find a way to give it less airtime?
- I'd like to run through my vision statement. I would like to update it and want to share the new version with you to see what you think, based on our discussions over the past meetings.
- I've found some resources that I think might be helpful to you, based on what we've shared in previous meetings. Would you like me to share them with you?
- I'm thinking that Ways of Being might be of value to members of my team. Would you be happy to join our next meeting to share why you think the process is useful? If your partner does not want to do this, you might wish to assure them that in recommending it to anyone, you will not be sharing any details of what you have shared, or the name of the person you have been partnering with.





Drawing to a close

- What have you learnt from Ways of Being that you would like to share with your partner?
- What could have been better?
- What are you grateful for?

You may wish to close by thanking your partner and giving back the token that you shared at the start. You may decide to keep the commitment tokens as a reminder of the commitment made to each other and to yourself.

Key references

The seven steps of Ways of Being
Step one: Condition creating
Step two: Getting going
Step three: Gaining momentum
Step four: In flow
Step five: Realising imagining
Step six: Making worlds
Step seven: Looking back, looking ahead
→ Key references

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