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Vicky, Martin and Shephard, Catherine  (2024) Reverse mentoring for connection inside our classrooms. In: Exploring inclusion and wellbeing initiatives in legal education and practice, 7 June 2024 - 7 June 2024, University of Leeds. (Unpublished)

Version: Presentation

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Additional Information: Slides from a presentation at: Exploring inclusion and wellbeing initiatives in legal education and practice (University of Leeds)

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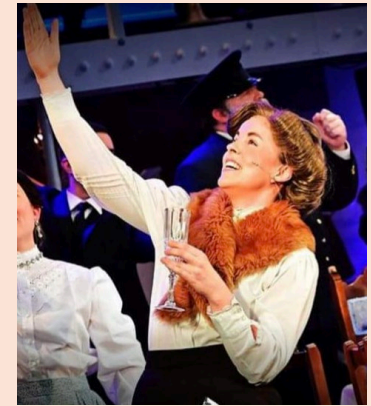
Reverse / reciprocal mentoring collaborative session



Source:

https://ssir.org/articles/entry/how_reverse_mentoring_can_lead_to_more_equitable_workplaces

- Pedagogic research and community co-design (Rachael O'Connor)



- Early & Later Career Academics (Zi Yang & Simon Lee)



- In Our Classrooms (Vicky Martin & Catherine Shephard)



What is it?

Reverse mentoring promotes reciprocal conversations across perceived divides. It positions people who typically face deficit narratives around their identity as experts (mentors), mentoring those with scope to improve their knowledge by learning from mentors' lived experiences (mentees). These conversations can contribute towards wider change within a community or organisation through follow-up actions i.e. they act as a catalyst or vehicle. Conversations can focus on any topic that is a priority in the relevant context and provides mentors and mentees with insight into experiences different to their own.

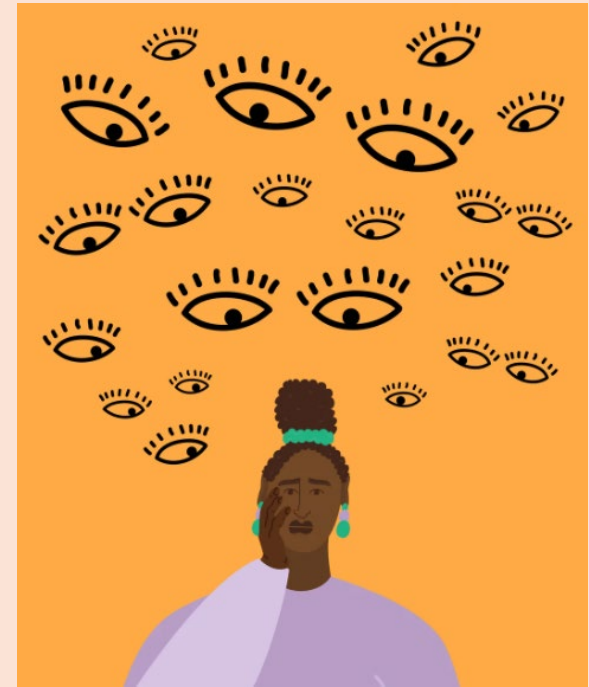


A researcher's perspective

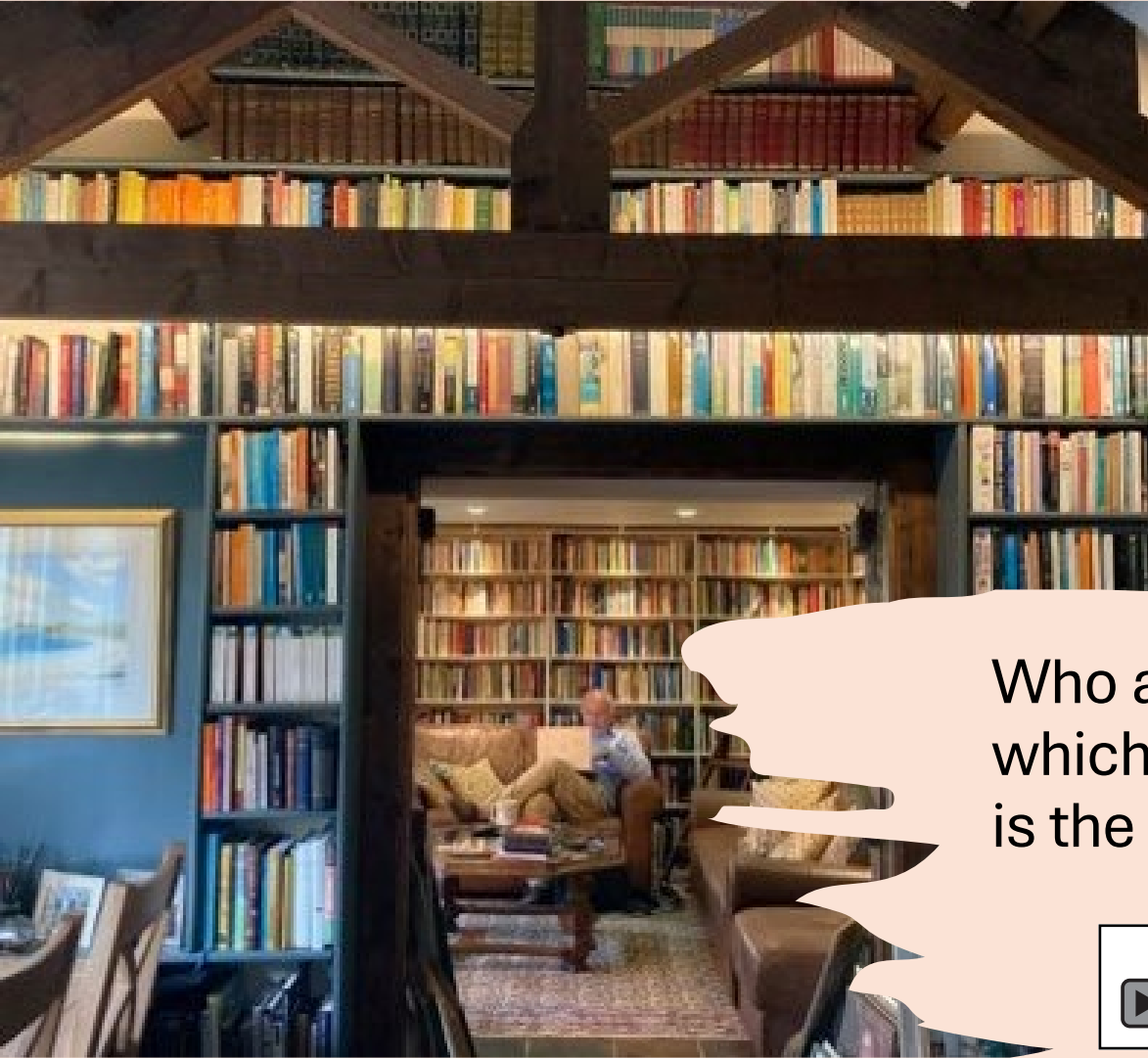
- More than just conversations - impact on institutional policies
 - Academic personal tutoring
 - Student voices initiatives
 - Workplace EDI development
- Partnership and community building
 - Sustained relationships - friendships
- Co-design and collaborative methodologies
 - Legal profession roundtables
 - Under-represented student research team

Some cautionary notes ...

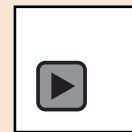
- Don't force people into reverse mentoring
- Pay/reward/workload
- Empowering mentors – beware the deficit narrative
- Meeting guidance which builds in individuality
- Create community – group get together
- Emotional labour - supporting participants
- Purpose – RM is the vehicle, not the answer
- Acting on findings and reporting on actions
- Extending relationships beyond the project



Source: <https://www.refinery29.com/en-gb/how-to-overcome-imposter-syndrome#slide-1>



Who are we? Can you spot which one is the early & which is the later career academic?





Has coaching made us any better?

Why, What, How?

What?

- Experiential Active Learning...for Connection

Why?

- Practice-informed Pedagogies
- 'New Normal' / Wicked Problems

How? Take risks...

- Problem-based learning
- Digital Technologies
- Meta learning (learning about learning)
- Authenticity¹, Sharing, Humour, Trust

¹ Football and Dead Bodies

So What?

Reciprocal Mentoring in our Classrooms

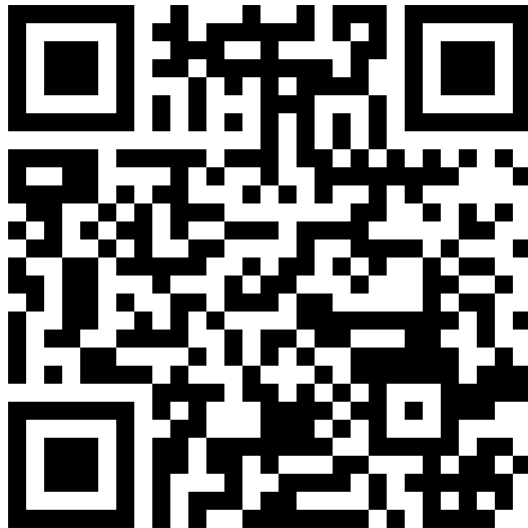
Vicky Martin & Catherine Shephard

- Start to shape expectations and boundaries, inform realities, provide cultural capital
 - Fear → Curiosity
 - Failing is not the end
- “It is feedback, not failure.”**
- Slorach, S., Embley, J., Goodchild, P., and Shephard, C. (2023). Legal Systems and Skills, Oxford University Press**
- Reflection...What is learning? Being taught? Sense-making? Building knowledge with others?
 - Progress not perfection
 - Cyclical process updates our own practice
 - Modelling skills helps with skills teaching
 - Shared perspective and values
 - Communication, care and compassion = inclusive community
 - Co-creation encourages engagement

Words of wisdom that stick

Share mentoring guidance that has stayed
with you

From the top down ↓
& From the ground up ↑



Give it a go!

Online attendees: breakout room of 2

In-person attendees: pairs on tables

Reciprocally share and discuss for c.10 minutes:

**a time when you have felt included or excluded
in legal education and/or in the legal profession**

How did it make you feel?

