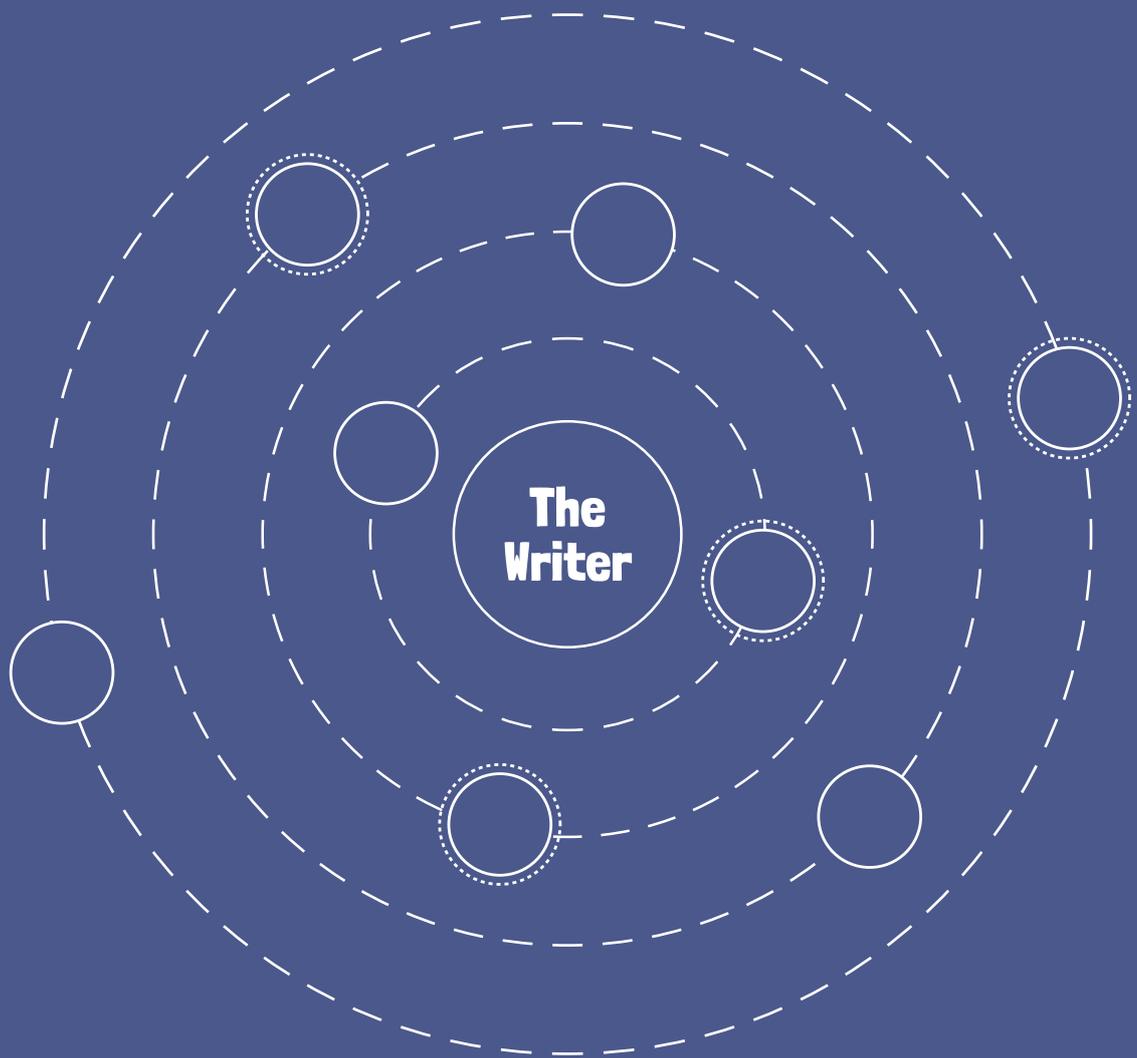




The Writer's Cycle

Bambo Soyinka and Lucy Sweetman,
with Greg Bond, Lily Green, Joanna Nissel,
and Isabelle Thompson.



The Writer's Cycle is a toolkit, a series of maps, that can be adapted to resonate with writers from different backgrounds and with different motivations. It is not a prescriptive device but instead a descriptive one which hopes to enable 'writing for all' by revealing pathways which individual writers can follow, adapt and add to. It is a celebration of writing, and of the writing life in its myriad manifestations.

What is The Writer's Cycle?

Purpose

The Writer's Cycle is a reference map of the themes of a writing life -- discovering writing as a creative practice, engaging with the world around you, developing the writing craft, and finding media or platforms for writing of all kinds.

The resource is rooted in evidence gathered from research across the country. The intention is to support the growth of a nationwide ecology of creative writing and the development of a common language to describe it.

The writers who have contributed to this work know that writing, creativity and imagination offer doorways to young people. Writers understand that writing and reading can provide a sense of place and belonging, creating social bonds and feelings of community.

Societies and communities that embrace and centre the arts are healthier, happier and more democratic. The writers who have contributed to this work are committed to maintaining their place at the heart of learning in all schools and communities.

Application

The Writer's Cycle is for anyone interested in supporting creative writing. It can be used to develop creative writing programmes, classes, workshops and events for writers at any age or stage -- from young children picking up a pen and writing freely in a notebook for the first time, to continuing writers who want to extend their practice.

The Writer's Cycle is not designed as a curriculum but as a guide from which any new or experienced writing developer can develop a creative writing programme, opportunity or support package. The Writer's Cycle can be used more formally too, as a benchmark for developing a creative writing programme in a school or college.

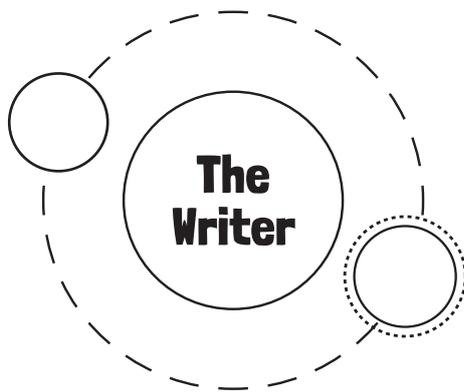
The Writer's Cycle can be used alongside existing accreditation routes that support creative writing, such as the Arts Award and the AFA in writing. Finally, The Writer's Cycle can also provide those who deliver and commission programmes with a set of evidence-based criteria for use in evaluation. These criteria arise from creative values such as enabling space to imagine, fostering curiosity, supporting playfulness, and building confidence.

¹ <http://createquity.com/2016/12/everything-we-know-about-whether-and-how-the-arts-improve-lives/> and <https://www.ippr.org/files/uploadedFiles/research/projects/Democracy/cultural%20participation%20social%20capital%20etc.pdf?noredirect=1> [Accessed 30 11 2018]

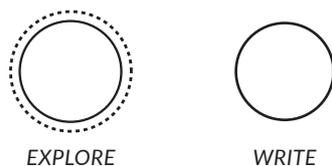
Visualising The Writer's Cycle

A Cyclical Approach

The Writer's Cycle takes a cyclical form, like a solar system. At the centre of the solar system is the writer.



Circulating around the writer are the core **habits** of writing practice, *Write* and *Explore*:



Write - Discover writing, just write, keep writing, and/or take an action that helps to move your writing on.

Explore - Discover what you like to read, explore the world around you, reflect on what inspires you and on what you have achieved so far.

Importantly, in this model of writing development, ways of practising these habits are not presented as a linear process, or as stages of attainment. Every writer's experience of writing is different, depending on their own circumstances, inclinations and interests.

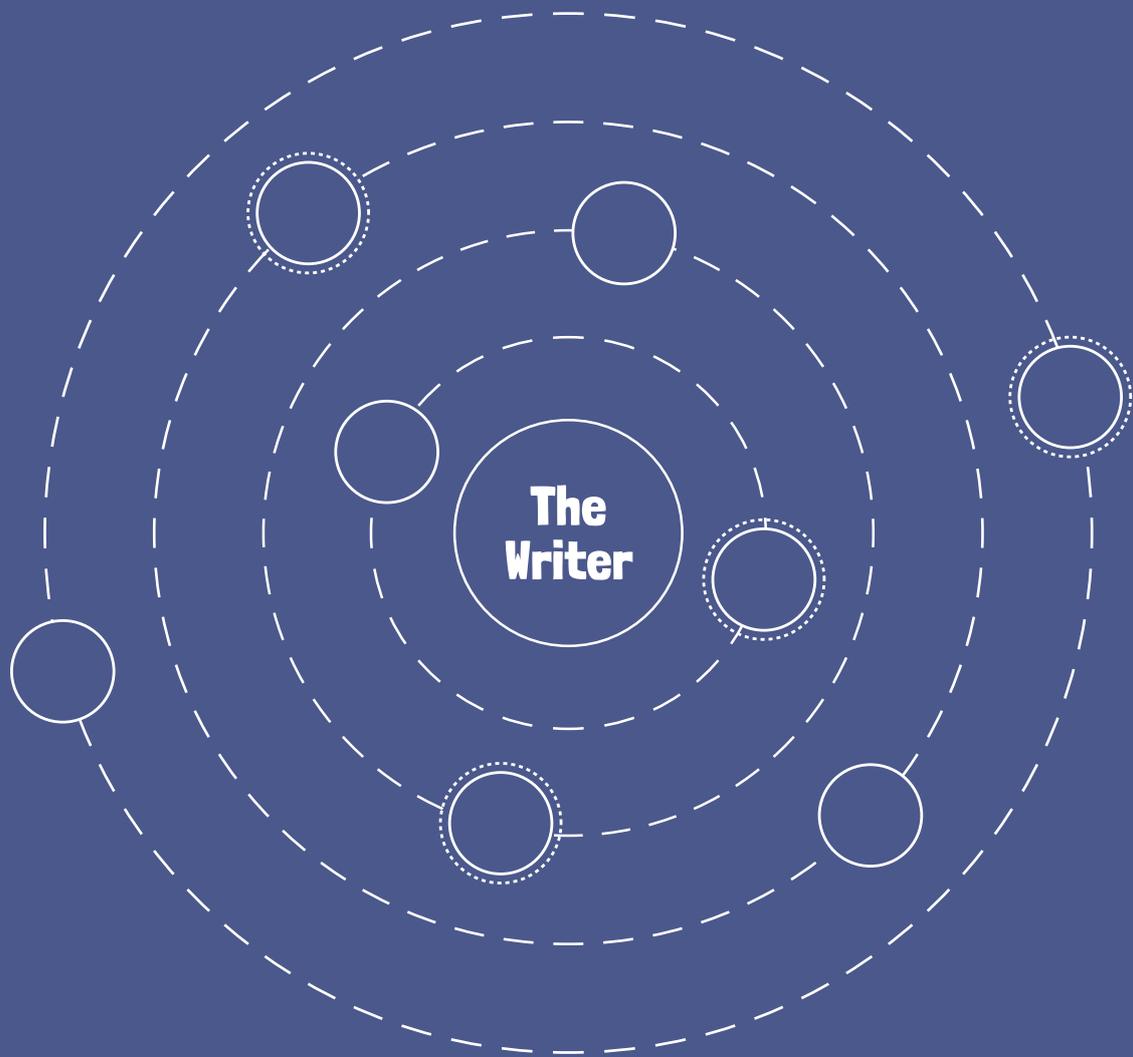
To show this, we represent the writer's process of development as a Cycle of learning in constant motion.

The writer can revisit the same action over time with increasing complexity and depth, or they can add new orbits to represent different approaches to writing and exploration.

Each orbit introduces a new theme -- a new way to engage with writing and exploration. Anyone can create their own solar system by using their own words to describe the themes and habits. For those wishing to customise the cycle, just start with the writer at the centre, and build habits around them to describe current and developing practice.

For those needing more guidance, we have prepared descriptions of each habit, theme and perspective which can be used as examples. These descriptions are not comprehensive, but contain actionable suggestions for writers and facilitators looking to guide others and themselves through the Cycle.

Importantly, the descriptors are not intended to be treated as levels of attainment but as points of reference -- landmarks in a journey that can unfold in myriad ways. The aim is to recognise and support the writer's own efforts, needs and definitions of success. The Writer's Cycle is a reference map of key habits within a writer's process, and a way of visualising the writer's current practice and developing journey.



Icon Key

The Habits

Discovery



Discover Writing

Explore Notebooks

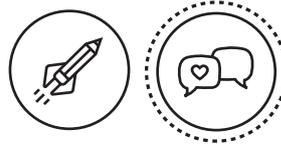
Connection



Keep Writing

Explore Worlds

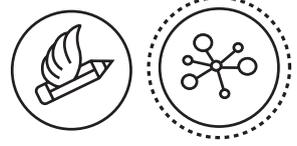
Craft



Craft Writing

Explore Interests

Transformation



Transform Writing

Explore Insights

Orientation

The remainder of this document provides a description of the **perspectives** of the writer, the **habits** that form the writer's life, and the **themes** (the contexts) within which these habits are practised. It also provides some actionable suggestions for writers of all perspectives to consider when writing and exploring in the context of each theme.

Habits

The writer's routines of exploring and writing. These could include reading, writing in a notebook, and editing.

Themes

The different contexts within which a writer might practise exploration and writing. The themes recognise the ways in which a writer might use writing and exploration to discover, connect with others, build an identity, learn their craft and effect transformations of writing, themselves and others.

Perspectives

The writer's current identities, roles or personas. For example, a writer might approach a project as someone who is new to writing (or to a particular genre of writing); they may continue with an existing approach; or they may be supporting other writers.

Themes

There are many different perspectives that a writer can take, but for the purpose of this guide we have outlined three generic **perspectives**:

- An *emerging writer* will be starting the practice of writing with a notepad, or perhaps a writing app on a phone, and will be beginning a process of exploratory discovery. The process may be self-directed, guided by others, or sometimes both.
- *Continuing writers* establish their own way of creating space and time to write. They will be engaging more decisively with the wider communities around them or with traditions of literature relevant to their own writing.
- A *writer-facilitator* will have personal experience of what it takes to be an author as well as experience of supporting other writers on their own journeys. They may conduct their role as a *facilitator* through different professional contexts and modes -- for example as teachers, freelance tutors, workshop leaders, producers, editors, agents or publishers.

Writers can name and describe their own perspective if they feel that these descriptors do not reflect their own particular vantage point and experience. Similarly, they can create their own labels for the themes or contexts within which they practise the habits of exploring and writing.

For the purposes of this guide, we describe these **themes** as follows:

Discovery -- Writing for pleasure, without restriction or prescription. Once a writer finds personal fulfilment in exploring their feelings and observing their world in words, they are more likely to find satisfaction in writing and therefore sustain the practice. This theme is also where ideas are generated.

Connection -- The writer's community can be a source of inspiration; it can also be a vital source of support. In the Connection theme, writers seek to use writing and exploration to form and consolidate relationships which support individual and communal writing practices and identities.

Craft -- As writers become more invested in honing their craft they explore writing techniques, styles, voices and genres, and experiment with them in their own writing.

Transformation -- This can refer to the writer, their writing and/or society more widely. The theme involves taking time to consider the choices available to a writer who has finished a piece of writing. For those who are ready, this may involve sharing the work with an audience small or large. This theme also entails a consideration of the transformative potential of the written word upon wider cultures.

A Note About Labels

Throughout The Writer's Cycle, we give overarching labels to the orbits which writers make whilst writing and exploring. We call these Discovery, Connection, Craft and Transformation.

We also give labels to writers themselves, sorting them into three groups or 'perspectives'. These are emerging writers, continuing writers and writer-facilitators.

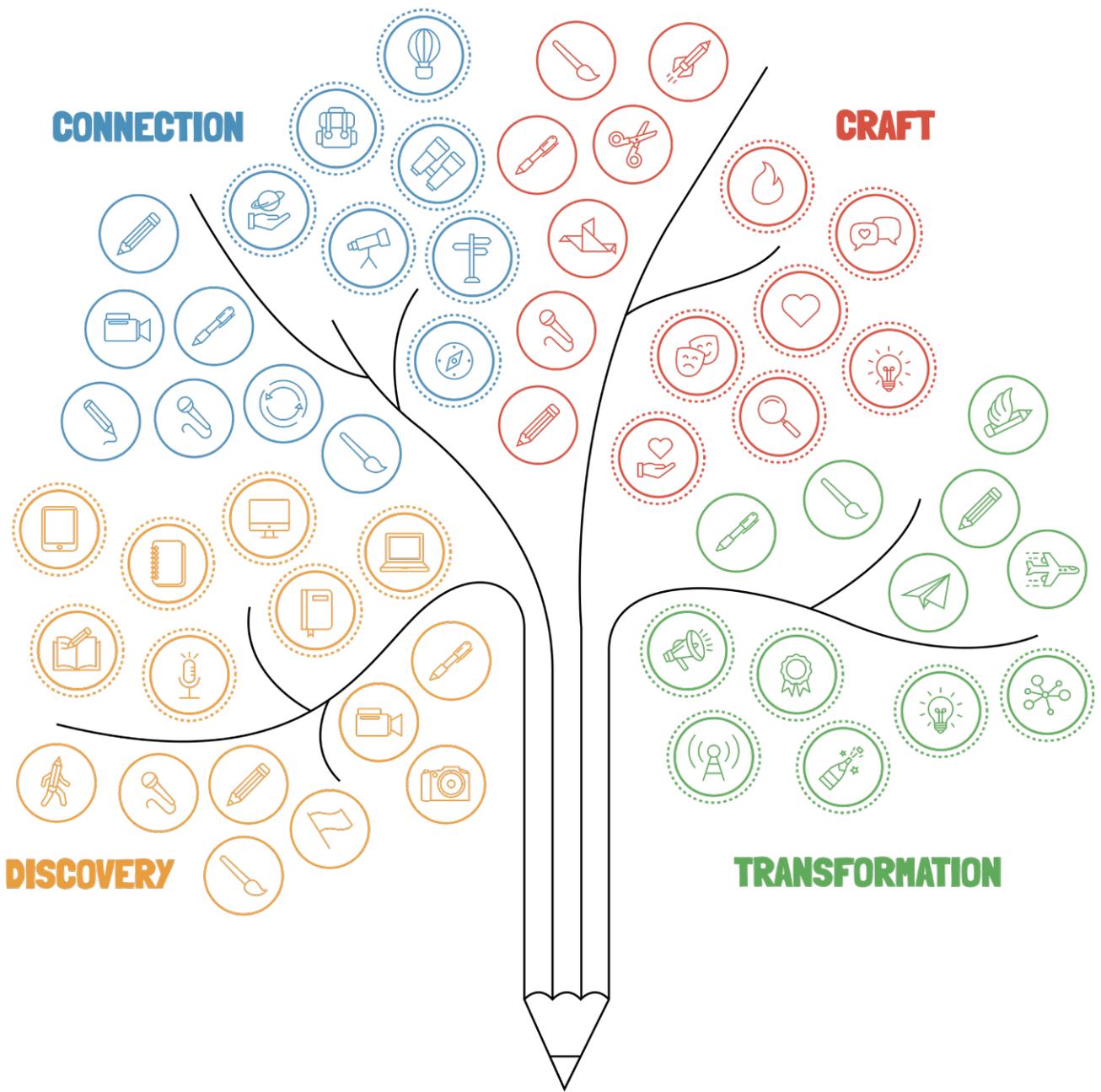
However, these labels are not intended to be prescriptive or comprehensive. If the approaches described by any theme of the Cycle seem to belong under another name, then they could be renamed accordingly.

For some writers, for example, 'Connection' might better be described as 'Community' or 'Engagement'. For others, 'Discovery' might seem too playful a descriptor for their endeavours. They might prefer 'Enquiry' or 'Examination'. Others might feel that 'Craft' is not an accurate description of their process; they might prefer 'Authorship' or even simply 'Editing'.

Similarly, the three perspectives which describe different types of writer are by no means exhaustive. A writer may feel that they fit more than one of these labels, or none; their feelings on this may change from day to day. The prompts in The Writer's Cycle are designed to be adaptable to a writer's shifting identities.

It's also important to reiterate that these three perspectives are not intended to be seen as rungs on a ladder. Many people consider themselves writers and yet do not aspire to publication, prestige or a professional career. This Writer's Cycle is as much for them as it is for writers who do have these ambitions.

Even the actionable suggestions do not require strict adherence. Instead, they can be regarded as 'nudges', gentle promptings which seek to help writers of all identities find fulfilment in their writing life.



The icons within the cycle are illustrative. They can be replaced with ideas and images that resonate more closely with your own working processes, such as in the diagram above.

The Perspectives in More Detail

The Perspectives



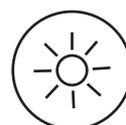
The Emerging Writer

This perspective is of a young person or adult who is starting off on the journey of writing creatively. The *emerging writer* will start the practice of writing with a notepad, or another tool for collecting ideas and notes. The process may be self-directed and/or guided by others. For *emerging writers*, success may be about finding fulfilment through a sustained writing practice, experiencing increased confidence or improved wellbeing.



The Continuing Writer

This perspective addresses someone who has been writing consistently for a sustained period (more than a year, if not longer). With time, *continuing writers* will establish their own writing routines, and they will engage more decisively with the wider communities around them or the traditions of literature within which their own writing sits. They may choose to join a group of fellow writers, or may decide that they prefer writing alone. The markers of success for *continuing writers* may be overcoming challenges they have set for themselves and developing a deepening sense of satisfaction in their ability to shape their work.



The Writer-Facilitator

This perspective is aimed at experienced or published writers, who may be looking for guidance in the practice of supporting other writers. They may conduct their role as a *facilitator* through different professional contexts and modes, for example as teachers, freelance tutors, workshop leaders, producers, editors or agents. For a *writer-facilitator*, The Writer's Cycle can be used to reinvigorate their own writing practice or to define a writing programme and package of support for their group.

The Themes in More Detail

The Themes



Discovery

The emphasis here is on writing without restriction, pressure or prescription. In this way, writers are more likely to find fulfilment in writing and sustain the practice. The writer is encouraged to experiment with their writing. In this theme, writers explore how to develop routines which suit their way of life. Writers are encouraged to write for themselves and to read widely to support their writing. For some, writing is a way to process or examine emotions or experiences, or to help the writer understand their identities.

The Discovery theme encourages a writing habit and a writing identity. As the writer develops, their notebook, phone or tablet becomes a place for experimentation but also for observations and reflections on writing and reading. These are writing habits that last a lifetime. Discovery, experimentation and engagement with the wider world help the writer find their place, their sense of self as a writer. The 'writer's gaze' emerges -- that habit of observation and storytelling that happens in the mind before words are committed to paper or screen. As most writers know, the notebook is not simply the starting place for a tentative writer, but the initiation of a lifelong practice.



Connection

A writer has a relationship not only to their writing but to the wider world around them. The writer's community can provide inspiration and support. For some writers, being an audience member or joining a group can be critical to the development of identity, helping writers to share their love of reading, to define their audience and to respond more effectively to critique and feedback. However, some writers prefer to read and write independently. A solitary writing habit is equally vital and to be explored and encouraged. Some writers find their community in the subjects and topics that they write about, rather than amongst other writers. Writers are increasingly finding communities online.

Some of the recommendations within this and in other themes require access to resources. It is important that writer-facilitators consider how to enable exploration of personal interests where resources are not readily at hand, and consider the importance of inclusive practice in workshop delivery. The case studies and practice examples in the expanded guide explore inclusive practice in more depth. They draw evidence from research findings on working with young people from vulnerable and disadvantaged backgrounds. We have also created a series of adapted suggestions for 'marginalised' writers, complete with resources which writers might find useful.



Craft

As writers become more invested in honing their craft, they explore writing techniques, styles, voices and genres, and experiment with them in their own writing. In the early stages this may mean exploring the world of language, reading widely, and playful imitation. Emulation is often the first step towards innovation. Eventually, the writer gains trust in their own ability to express their view of the world through text. The artistic process can involve focusing on a single piece

of work from initial to final draft. Space and time to write is important. This theme may involve working with a mentor or an editor. However, many successful writers hold back for years before showing their writing to an external editor. This theme explores how writers learn to critique, analyse and shape their own work, and considers the advantages and pitfalls of working with an editor. In this theme, writers make creative choices about their work.



Transformation

This theme explores the relationship between writing and change-making. This includes, for example, the making and remaking of a written piece of work across different media and platforms or the transformation of the author through the process of writing. It can also refer to the transformations which writing can bring about in cultures more widely.

People write for different reasons, so success must be defined by the individual, and of course is subject to change. For some, success may simply be the knowledge that a work is complete. Others may want to begin to explore the presentation and showcasing of their work.

Transformation explores the choices available to the writer who wishes to share a piece of finished writing. Some writers will find exhilaration in presenting their finished work to a group of peers. Other writers may wish to take things further by transforming their work for another medium -- performance at festivals, performance spaces or online platforms. Some writers may submit to writing competitions, while yet others may seek publication, either traditionally, online via self-publishing, or in anthologies, literary magazines or underground zines.

Transformation refers not just to the writing, but to the writer. As a guide to the writing life, *The Writer's Cycle* can track the transformations writers go through as they work on a piece of writing or set out on the journey of a writing life.

The Transformation theme also concerns itself with the contexts that constrain and enable those who wish to pursue a writing life or a career as an author. This includes a review of the changes that are needed across industry or education in order to enable a culture of 'writing for all'.

This theme is also interested in exploring the ways in which finished pieces of writing can affect cultural transformations. For some writers, provoking such transformations is an important motive for writing; the ability to move audiences with their words can be a key criterion for success.

Cheat sheet

Discovery

Habit	Emerging writer suggestion	Continuing writer suggestion	Writer-facilitator suggestion
Explore	Find a Notebook	Return to Your Notebook	Model the Use of Notebooks
Write	Read and Write	Read as a Writer	Model Reading as a Writer

Connection

Habit	Emerging writer suggestion	Continuing writer suggestion	Writer-facilitator suggestion
Explore	Explore Worlds	Explore Curiosity	Explore Inspiration
Write	Keep Writing	Write and Connect	Write, and Connect Through Writing

Craft

Habit	Emerging writer suggestion	Continuing writer suggestion	Writer-facilitator suggestion
Explore	Follow Your Interests	Continue to Follow Your Interests	Facilitate Interests
Write	Craft Writing	Write and Edit	Support Others Through Writing and Editing

Transformation

Habit	Emerging writer suggestion	Continuing writer suggestion	Writer-facilitator suggestion
Explore	Celebrate	Celebrate the Written Word	Celebrate Relationships
Write	Transform Writing	Evolve Through Writing	Facilitate Transformation

Actionable Suggestions

Emerging Writers, The Discovery Theme



Explore

Suggestion

Find a Notebook.

Description

This prompt encourages you to commit to writing, and explore the different tools that writers use. It may involve picturing yourself as a writer, visualising how you imagine other writers, and listening to what other writers say about what they really do in their writing lives.

You could...

Find, borrow or buy a notepad and pencil; you could also use a phone's notes app or the voice recorder. Your notebook's purpose is to record your ideas. Use it as a personal and private space to explore.



Write

Suggestion

Read and Write.

Description

This habit is about exploring the relationship to writing and reading. It may involve talking about books that you have enjoyed. It could involve speaking ideas aloud and writing them down. However you approach this element, it is about getting into the habit of writing down what you read, discuss and think.

You could...

Start writing, listen to books, watch writers online. Take the summer reading challenge or have a go at Dare to Write? Look for and discover writing in unfamiliar places. Reflect on what you've read, heard or watched by writing or talking about it.

Actionable Suggestions



Emerging Writers, The Connection Theme



Explore

Suggestion

Explore Worlds.

Description

This prompt is about connecting to the world through your senses and your imagination. It may also involve seeking out other writers and readers.

You could...

Enjoy creating stories with others. For younger writers, this could be through play. Take time to think about how you get your ideas and how they transform on the page or screen. Listen to an author talk, and find other people who enjoy reading or writing. Connect with the world around you through exploration, reading and discussion.



Write

Suggestion

Keep Writing.

Description

This prompt is about experimenting with writing just for the sake of it. It is about reflecting on the world around you, and using your notebook to capture experiences. It could also involve thinking further about your habits -- for example finding times, places or people that help you to keep on writing.

You could...

Explore the pleasure of writing on your own. Write down adventures in a notebook. Write down what you or your characters feel. Experiment with expressing the things that happen to you as stories, and mixing your words with other art forms. Experiment with different forms of writing.

Actionable Suggestions

Emerging Writers, The Craft Theme



Explore

Suggestion

Follow Your Interests.

Description

This habit is about discovering new genres and different types of writing. It is about reflecting on your passions, and describing the subjects, themes or topics that interest you.

You could...

Revisit old notebooks and continue to read widely. Look for and discover patterns in writing. Consider writing about a hobby. Seek out new genres of writing. Consider inventing a new world.



Write

Suggestion

Craft Writing.

Description

This element is about starting to bring shape or form to your writing. This can be achieved in a number of different ways. For example, it could involve exploring different styles and voices. It may involve mimicking or experimenting with the style of a writer that you admire.

You could...

Shape your writing using your reflections. Continue your practice of writing in your notebook as often as you can. Re-read your work, and have a go at rewriting it. Or, find a story that someone else has written and retell it in your own words. Begin to discover which forms you prefer to write in.

Actionable Suggestions



Emerging Writers, The Transformation Theme



Explore

Suggestion

Celebrate.

Description

This prompt involves finding a personal way to celebrate the completion of your project. It may involve taking time to pause and reflect. If you want to start a new piece of writing, you can use this moment to think about what you will do for your next project.

You could...

Make the finishing touches to your writing and celebrate in your own way. You could write a short piece to reflect on what you enjoyed about your writing process, or you could transform your work into another format. The best reward may be to get yourself another notebook and start a new project!



Write

Suggestion

Transform Writing.

Description

This prompt involves thinking about how you want to present your words -- for example in book, media or audio form. Now may be a good time to reflect about whether you want to share your work with others. This can involve thinking about what you have achieved so far and how this has affected you.

You could...

Decide whether you want to share your work. Consider what you value about your writing. Ask yourself whether you want to transform your work in some way. Consider how you would like this work to be received by others, and how publication or sharing of the work might affect you.

Actionable Suggestions

Continuing Writers, The Discovery Theme



Explore

Suggestion

Return to Your Notebook.

Description

This habit is about continually rekindling your relationship with writing. It may involve reaffirming your commitment to write regularly within your notebook (or an equivalent recording device). It is also about reminding yourself of the value of free writing without any expectation of an endpoint.

You could...

Reconfirm your commitment to writing. Complete exploratory writing challenges and evaluate the outcomes in your journal. Start to understand your creative choices. Review your confidence and identity as a writer. Consider how central being a writer is to your identity. If important to you, look for ways to affirm your writing identity.



Write

Suggestion

Read as a Writer.

Description

This habit is about continuing to explore the creative relationship between reading and writing. This may involve reading reflectively to enhance your writing.

You could...

Investigate other writers' practice. Seek advice to make a reading list. Read in different forms -- experience writing that is performed. Use a journal to reflect on your own and others' writing. Read from a critical perspective and give feedback. Explore ways reading and writing can engage you. Experiment with challenges that stretch you as a reader and writer.

Actionable Suggestions



Continuing Writers, The Connection Theme



Explore

Suggestion

Explore Curiosity.

Description

This habit is about building on connections to the writing community, and/or to the world around you.

The aim is to explore, extend or develop your relationship to writing.

You could...

Plan and take part in a field trip to develop an aspect of your writing. Research the writing community in your area or online; consider whether a writing group is appropriate for you. Attend an author's talk or literary event. Listen to a podcast or watch a video of a writer talking about, reading or performing their work.



Write

Suggestion

Write and Connect.

Description

At its most basic, this habit is about simply continuing to write. If you find it hard to just write, then this element is about exploring what is blocking you, and helping you to remove those blocks.

You could...

Think about times when you found it easier to write. Can you recreate any of those factors now? If you normally write in isolation, join a group. If you attend lots of writing groups, try dedicating solitary time to just writing. Consider enlisting a coach or mentor to help you establish a writing routine that works for your lifestyle.

Actionable Suggestions

Continuing Writers, The Craft Theme



Explore

Suggestion

Continue to Follow Your Interests.

Description

This habit is about developing your own tastes and instincts as a writer. This could see you unpicking the different techniques used by your favourite writers and actively developing these techniques in your own work.

You could...

Develop your own 'toolkit' of approaches. Read to expand knowledge of genres, for pleasure and to note techniques. Read writing in different forms and use your journal to reflect on these. Consider what you value in the writing you admire and whether you can achieve this in your own work. Question what writing means to you and others.



Write

Suggestion

Write and Edit.

Description

This habit is about learning to edit your work with purpose. It is about the complex process of 'developing a voice'. This process can take years of writing, editing and making conscious judgements about your own and others' writing. It may involve crafting your work with an audience in mind.

You could...

Write in response to a range of stimuli, in the style of other writers and from various perspectives. Tackle new subject matter and genres. Reflect on these challenges and their outcomes. Finish a piece of work and then return to it at a later stage for editing. Consider sharing your work with a mentor or another writer for comment.

Actionable Suggestions



Continuing Writers, The Transformation Theme



Explore

Suggestion

Celebrate the Written Word.

Description

This prompt is about developing rituals to mark the completion of a project. If you are interested in publication, it is about becoming aware of the different platforms that are available to you. If you don't want to focus on the piece of writing you have created, this element is a chance to celebrate the value of words and writing in general.

You could...

Decide how to mark the completion of your project. You could celebrate in a personal way, or share the finished piece with someone else. If you want to publish your work, conduct research into different platforms for this. Begin to think about your next writing project. Consider the value of writing in your life and the lives of others.



Write

Suggestion

Evolve Through Writing.

Description

This habit involves reflecting on why you write, and for whom. This could mean considering how writing transforms your life, or envisioning transformations you want your writing to provoke in wider society. It entails exploring the benefits and drawbacks of publishing, and looking at how to transform your writing for new media.

You could...

Use your journal to detail what you love about writing, and what frustrates you. Note advantages and disadvantages of publishing. If you want to publish, consider your intended audience. Try transforming your work into a different medium before presenting it to an audience.

Actionable Suggestions



Writer–Facilitators, The Discovery Theme



Explore

Suggestion

Model the use of Notebooks.

Description

This prompt is about your continuing commitment to exploring and developing your own writing, even if you are supporting the work of others. This involves maintaining the practice of journaling, through the use of a notebook or another device. This element reminds you to keep investing in the tools that enable you to learn, and to apply your learning to your practice as a facilitator.

You could...

Write in your reflective journal to explore your writing process. Share your practice of journaling with the writers you support and encourage them to develop their own practice. Take time to nurture your own writing as well as that of others.



Write

Suggestion

Model Reading as a Writer.

Description

This prompt is a call to recognise how your ongoing practice of writing and reading helps you to guide the writers you work with. It calls for you to consider what and how you read, and to assess your choices around the reading you introduce to the writers you support.

You could...

Reflect on your reading habits. Consider why you read, and how reading informs your writing. Encourage the writers you support to do the same. Assess for diversity the reading materials and authors you introduce to the writers you support. Consider ways of nurturing the writing and publishing ecology so that readers can continue to access diverse writings.

Actionable Suggestions



Writer–Facilitators, The Connection Theme



Explore

Suggestion

Explore Inspiration.

Description

This element is about supporting, inspiring and guiding others through their writing experience. It involves supporting people to explore the world around them through writing. In terms of your own development, this may involve developing your skills as a writer-facilitator, either running groups directly or creating opportunities for writers in local communities.

You could...

Develop your facilitation skills. Ask another facilitator to observe your sessions, or vice versa. Ask groups you work with to evaluate their experiences with you. Plan lessons which inspire people to write about their interests; share your own sources of inspiration. Signpost writers to other cultural events in your region; encourage and embrace a wide range of influences.



Write

Suggestion

Write, and Connect Through Writing.

Description

This prompt is about developing a process to connect to others through your writing. If you are struggling to make time to write as a facilitator, this element encourages you to reflect on what you need to do to free up that time. This will enable you to help other people to make time to write.

You could...

Continue to keep a scrapbook of influences, maintain a reflective journal and work on your own portfolio. With your group, put together a scrapbook of the different places and spaces that people write in. Consider as a group how environment and interactions with other writers affect your individual writing processes.

Actionable Suggestions

Writer–Facilitators, The Craft Theme



Explore

Suggestion

Facilitate Interests.

Description

This prompt is about exploring different approaches to writing, learning, coaching and mentoring, in order to support the writers you facilitate. It involves reflecting on your own influences and passions, as well as considering the different interests and influences of other writers. Through this work of self-reflection you can inspire others to follow their own interests.

You could...

Reflect on your own approach to writing and on what enables and inhibits your ability to express yourself.

Plan a session in which you create a nurturing environment for each writer to pursue their particular interests. When you edit someone else's work, look for ways of helping the writer to achieve what they intended with their piece of writing.



Write

Suggestion

Support Others Through Writing and Editing.

Description

This element examines how your writing experiences can help writers you support. It is about approaches to editing and feedback, and supporting writers to make editorial judgements. It entails recognising how time spent on your own craft enables you to guide others. If you facilitate group sessions, it is about enabling sensitive group discussion of students' creative work.

You could...

Reflect on your approach to editing. Recall helpful past guidance. Consider experiences with external editors; note the ways you feel supported and/or hindered.

If you are planning to run a group, think of past or current groups you have participated in. Imagine how your experiences might differ from those of the writers you hope to support.

Actionable Suggestions



Writer–Facilitators, The Transformation Theme



Explore

Suggestion

Celebrate Relationships.

Description

Whatever your approach or direction, this is a prompt to celebrate your relationship with the individuals or communities that you support.

This element is also about reflecting on your own creative direction and ambitions, and on how your relationships with others support your own writing in turn.

You could...

Support writers to contextualise and celebrate their work. Enable reflection on their practice, encourage continued writing and journaling. Support writers to engage in varied cultural activity so that they consider the connection between their practice and wider cultures. Reflect on how supporting other writers nurtures your own writing practice, and celebrate your place in writing communities.



Write

Suggestion

Facilitate Transformation.

Description

For facilitators with a coaching focus, this element involves helping writers identify why they write, and for whom. It entails helping writers decide what to do next with their writing, and consider how they can transform themselves, their writing and/or wider society. For facilitators with a publication focus, this element may involve helping writers consider different publication avenues.

You could...

Consider different avenues for publication and how they align with your goals and those of writers you support. Research the role of writing in your community and wider society. Continue to develop sensitivity to the different motives people have for writing and aim to encourage individuals to transform their work in ways which are most meaningful to them.

Further Information

This document provides a brief introduction to The Writer's Cycle. For those who want to dig deeper, we have prepared detailed descriptions, case studies and training that is personalised to each theme and perspective. We have also created adapted versions of these prompts to ensure that they are accessible to writers of a wide range of backgrounds and experiences. Additionally, we have created a series of actionable prompts sheets for writer-facilitators to use directly with the writers they support.

Please sign up to our mailing list and/or get in touch if you would like to access any of these resources.



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Bibliography and Credits

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Talk to us

To get in touch with inquiries, thoughts, or just to say hello, please email writers@papernations.org

Discover more at: www.papernations.org/resources/the-writers-cycle