**Table 1: Typical writing retreat programme**

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| **Time** | **Activity / requirement** | **Purpose** | **Note** |
| Pre-retreat Requirement  | Completion of 7-day Research Writing course | To set up ways of working with peers; to experiment with numerous strategies for research writing, including creative activities.  | Such a requirement means more time can be given to actual writing on retreat. |
| Pre-retreat | Application with Motivation.Commitment to programme & time frames. | To establish focus for participants, elicit preparation; to ensure commitment. | This assists in pushing writers into action. |
| **Daily programme**  |
| 7h30 | Breakfast |  |  |
| 8h30 | Group activities and input: free-writing; drawing; goal setting; ‘Writing an abstract’; ‘Constructing an argument’; etc | Creative / fun activities to overcome writer’s block, fear of writing and sharing, to shake-up habitual approaches. | Participants often offer an activity: drawing, movement… |
| 10h30 | Tea | Establish good practices of balancing ‘recovery’ and ‘productivity’. | ‘Restoring’ |
| 11h00 | Individual writing time | Developing sustained focus. Having time to write.Developing mindful inquiry. | ‘Writing is learned by writing’ Badenhorst, 2007 |
| 1pm | Lunch | Community sharing. | Restoring; collegiality |
| 2pm | Individual writing time | Participants decide what they need to do: walk, rest, discuss, and write. | Facilitators available for consultation. |
| 4pm | Reading the day’s writing in groups; providing peer feedback. | Encouraging accountability, providing input, establishing voice of the writer, democratising the feedback process, learning from each other, sharing. Empathy; mindful listening. | Facilitators also often read their own work; become participants in the Community of Practice. |
| 5pm | Close |  |  |
| Evening  | Reading / writing time / rest. |  |  |