UNLOCKING FREEDOM
Through Adult Education

Facilitating Inclusive Learning

A Continuous Professional Development Programme (CPD) for staff working with adults with diverse learning abilities in adult, further and community education (2018)

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The continuous professional development programme outlined in this document has been developed for adult education staff as part of the ERASMUS+ *Unlocking Freedom* project.

Terms and abbreviations used in this document:

ERASMUS+   This is the European programme that is funding the Unlocking Freedom project.

CPD   This stands for Continuous Professional Development and refers to the training and learning that educators engage in.

Programme   We refer to the course or training as a 'programme'.

The cover photograph is of the educator group who completed a pilot course in July 2017 in An Cosán, Education and Training Centre, Jobstown, Tallaght. Co. Dublin

Acknowledgements

We would like to thank the following organisations for all their support and insight in the development of this resource:

AONTAS

WALK

KARE

National Learning Network

Ballyfermot College of Further Education

Open Training College

Crumlin College of Further Education

Inclusive Learning Initiative (ILI), Maynooth University

Disability Federation of Ireland

Stewarts Care

An Cosán

Staff and students at Department of Adult and Community Education, Maynooth University

and all the participants who contributed to the pilot programmes.

We would, in particular, like to acknowledge the support and guidance of the Unlocking Freedom Advisory Group:

Name	Organisation/expertise
Camilla Fitzsimons	Department of Adult and Community Education, Maynooth University
Laura Burke	Department of Adult and Community Education, Maynooth University
Gwen Redmond	Crumlin College of Further Education
Mark Smith	Maynooth University (graduate and facilitator)
Sian Thompson	WALK
Frieda Bent	KARE
Breda Cross	KARE
Tamara Byrne	Maynooth University (student)
Michael Gannon	Maynooth University (graduate & facilitator) & Down Syndrome Ireland
Toni Gleeson	Disability Federation of Ireland
Mick Teehan	WALK
Grainne Delahunt	National Learning Network
Claire Hopkins	Open Training College
Christy Lynch	KARE, National Federation of Voluntary Bodies, Government Advisor
Saorlaigh Ni Bhroin	AONTAS
Des Aston	ILI, Maynooth University
Nicolae Buza	ILI Maynooth University
Keith Foley	ILI Maynooth University (graduate)
Kenneth Delahunt	ILI Maynooth University
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Emer Murphy	Stewarts Care
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About *Unlocking Freedom*

Unlocking Freedom is a European Union-funded Erasmus+ research project which aims to support the positive transitions of people with intellectual disabilities into communities through adult education.

The full title of the project is called 'Unlocking Freedom through Adult Education: The role of adult education in supporting people with disabilities in the community' (2015-2018).

This project is led by the Disability Federation of Ireland (DFI), with partners[1] in:

Finland

Ireland
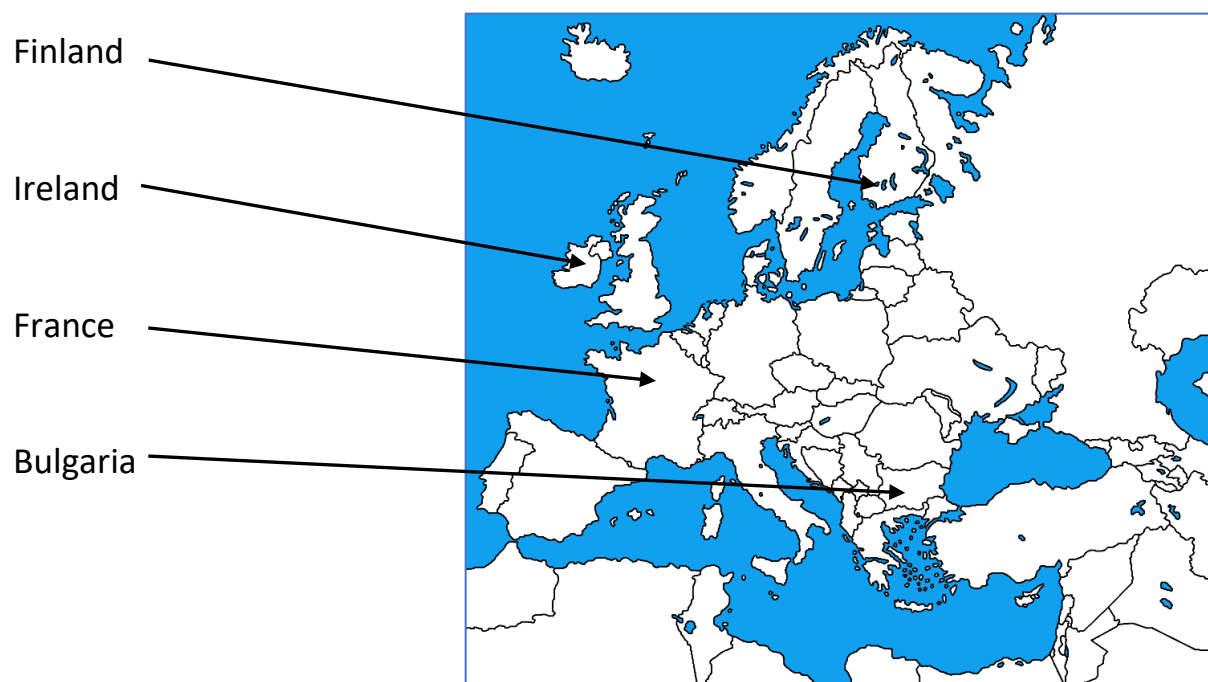
France

Bulgaria

[1] **Ireland** (DFI, Maynooth University and Stewarts Care, Ltd), **Bulgaria** (the Institute for Community-based Social Services Foundation), **France** (Universite Paris XII Val de Marne and Centre de la Gabrielle) and **Finland** (Kehitysvammaisten Palvelusaatio).

The project has three key objectives:

- To improve the life-long learning opportunities and social integration of people with intellectual disabilities (ID) through adult and community education;
- To bring local adult education providers together with local community-based services with the aim of devising or adapting curricula to support their new role in including people with ID in their activities;
- To address the formal education needs of staff moving from institutional to community-based provision in order to challenge the institutional culture of the organisation and to maximise their support to integrate people with ID fully into the community.

The Maynooth University team are Laura Burke, Michael Gannon, Bernie Grummell, Josephine Finn, Camilla Fitzsimons, Jerry O'Neill and Mark Smith. With the help of an advisory group, we developed and piloted this resource.

Project website:

https://unlockingfreedom.wordpress.com/

An inclusive adult education approach to educator training.

Everyone who enters a learning group brings experiences, ideas and values with them. As adult educators we believe this is the strongest resource in any group. Our approach to education is to facilitate people to share their thoughts and experiences and to compare these with the thoughts and experiences of other people in the room. This allows us to see what patterns or themes are strong within a group and to introduce new materials and ideas that might be useful. This can be through books, case-studies, or the contributions of the group itself.

*Example of adult education approach to learning Source: Google Images http://www.pinsdaddy.com/counseling-class_j*b*fz3F4VXdNxqXGBR%7CGqxHG%7CLmuzXc6j46hzRPBRk/ [Accessed, May, 2017]*

Unlocking Freedom is about working in a way that is hands-on. Each group is a learning community in its own right and we are interested in *uncovering* rather than *covering* contents.

Sometimes this approach can feel different to how most of us imagine continuous professional development (CPD). However, we believe that it is important to trust in people to create learning content for themselves from their own knowledge and experiences. If the educators undertaking this CPD can do this, they are better able to be open to the challenges and rewards associated with integrated classrooms where people with lots of differences work together.

Some of the group who piloted the course in May 2017 Maynooth University (Source: Laura Burke)

This approach to education and, by association, CPD, is built on the following principles:

- Each of us, regardless of how other people see us, are experts in our own lives.
- People are motivated to learn and act around the issues that they feel strongly about.

- Education works best when it asks questions instead of delivering answers.

- Educators are learners too and should be prepared to share and engage as they feel comfortable to do so.

- There is no such thing as a neutral approach to education. All educators bring their own opinions, life experiences, viewpoints of the world and thoughts on how we should act within it.

- To truly include people, educators must actively create a learning environment where difference is embraced and celebrated.

- An inclusive approach to education means that we are constantly challenged to see the world from the perspective of others.

- Inclusive learning should start with the personal but extend outwards to address how ways in which people perceived as 'disabled' are often affected by stigma, labelling, lack of assistive supports, and other barriers that can prevent their full participation in society.

Overall aims of the Unlocking Freedom CPD programme.

The fundamental aim of this programme is to support adult educators to create adult learning environments that promote inclusive practice for diverse groups of learners.

Core aspects of the CPD programme

The Unlocking Freedom CPD programme is based on adult education values and practice.   This means much of the content will emerge from the context, experiences and discussions of the group.   However, models of disability and policy developments be analysed and critiqued in Stage Three.   Some fundamental aspects which will be common to each programme wherever and whenever it takes place.

The programme will:

- be co-facilitated by an adult educator with an intellectual disability
- allow space for participants to share and reflect upon their own and each other's experiences
- create a safe space for participants to ask, and seek answers to difficult questions
- encourage participants to explore ways to adapt more inclusive teaching and learning methods

- encourage participants to question what needs to change in their institutions and more broadly to enhance inclusion in education.

Who is this CPD programme for?

This CPD programme is aimed at anyone working in adult, further, community, higher or special needs education as well as those working in intellectual disability services who are interested in developing their practice relative to inclusion, equity and emancipation. This programme is specifically focussed on supporting educators who wish to enhance their practice in relation to working with people with intellectual difficulties. For example:

- Trainee educators/teachers in all levels of education
- Educators in the intellectual disability service sector
- Educators in all sectors of education, including further and community education
- People working across local communities (paid and voluntary) such as in youth-centres, women's and men's groups, libraries and sports clubs.

The CPD programme should be delivered by two adult educators, one of whom will be an adult with an intellectual disability.

Outline of the CPD programme

The CPD programme is designed so that it can be adapted by different groups in different contexts.   However, regardless of the context, we imagine that it will move through the following stages:

Stage one	**Coming together**
	Introduction to the programme and each other.
Stage two	**Uncovering experiences**
	Individual and group sharing and discussion of experiences of inclusion and exclusion in education.
Stage three	**Critiquing policy and models of disability**
	Exploring the wider context of inclusion (policy and models of inclusion).
Stage four	**Reflecting on our practice**
	How inclusive is my practice?
	Inclusive educational approaches and positions.
Stage five	**Shifting our practice**
	Co-creating inclusive teaching methods.
Mid-point evaluation	
Stage six	**Looking beyond our practice**
	What needs to change outside the doors of my class?
Stage seven	**Sustaining our commitment to inclusive practice**
	How can we support each other after the programme?
Stage eight	**Closing**
	Reflecting and evaluating the programme

After the always-important and not-to-be-rushed ***coming together*** stage in which the group is allowed space and time for introductions to each other and the programme, the ***uncovering experiences*** stage draws on personal experiences of inclusion and exclusion as the starting and foundational point for the programme.

Holding on to the personal stories, we continue the processes of uncovering collective experience and knowledge by learning more about the wider context of inclusion in relation, specifically, to intellectual disability. This is the most content-heavy dimension of the programme as we start ***critiquing policy and models of disability*** in relation to education.

As we move from this stage then, we focus more explicitly on the process of ***reflecting on our practice*** in the context of this emerging knowledge and are prompted to think critically about inclusivity in terms of our own ways of teaching and facilitating groups.   From this point onwards, and resourced with reflections on inclusivity in education personally, professionally and in a wider context, the programme focuses on supporting practitioner change.

In stage five, we work collaboratively to come up with ways in which we can ***shift our practice*** towards a more inclusive pedagogy.   Of course, the responsibility for change does not lie solely on the shoulders of individual practitioners and, in acknowledgment of this, we continue to work collaboratively in the next stage and begin ***looking beyond our practice*** to come up with ways in which our institutions and society need to change in order for them to value difference and become spaces which support inclusive culture and practice.

It is important that we allow time and space around stages five and six for a mid-point evaluation. For the purposes of this document we have suggested that the evaluation occurs after stage five but, again, this will be determined by the context of each group.

As we move towards the end, and with a modest awareness that we can't always change the world in a short CPD programme, we explore ways of ***sustaining our commitment to inclusive practice*** to ensure that the ideas, energy and relationships of the group extend beyond the workshop to create an emerging community of inclusive practitioners. Such a community can continue to learn from each other and advocate collectively and individually towards more inclusive cultures and practice in their work as educators. In the final stage, we come together again for a ***closing*** to mark the end of our time together for now and reflect on our learning experiences over the programme.

We have not prescribed timings for the stages – each group will move at its own pace. We imagine that the overall programme would take two full days, however, equally, it may also work over a much longer timeframe (e.g. six weeks if a weekly session was devoted to each stage).

The programme facilitators will ensure that there are lots of opportunities for pause and reflection across all these stages.

A variety of active and creative methods will be used throughout the programme, such as the 'paint the caterpillar' evaluation exercise and the 'blob tree' exercise (see images below). A range of adaptable activities that are

included in latter half of this resource ('activities').   We realise that experienced educators may well have their own resources which they may prefer to use or that people in the group may have resources of benefit to others.

Sample Course Evaluation entitled "Paint the Caterpillar" facilitated with group in July 2017 (Laura Burke)
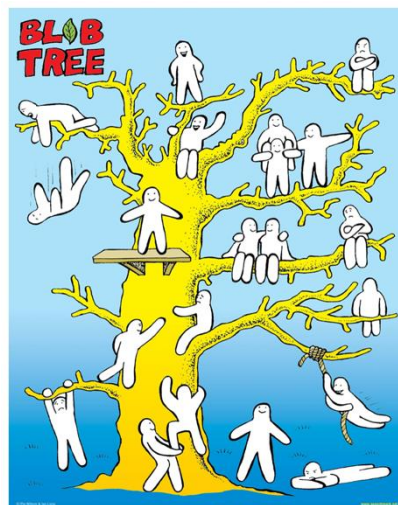
Picture of Tree Blob handout Source: Google Images http://teacherwithbipolar.blogspot.ie/2014/10/self-awareness-exercise-1-blob-tree.html (Accessed, April, 2017)

Thinking about the facilitation space

It is important that the space used for the workshop is large enough to accommodate up to 20 participants.   As we have already made clear, this programme is based on adult education values and practice and it is important that the space that participants are invited into is welcoming and conducive to dialogic and participative practices. It will, or should not, look like a traditional class room set up but rather the space will be defined by the natures of the processes occurring at any one time.   The group will use the space in a range of ways over the time that they work together.   There must be space to work and think individually, in small groups, pairs, and there must also be space to allow participants to create and display learning artefacts.   There should also be access to a data-projector with sound.

How to use this document

As mentioned above, we have tried to avoid an overly-prescriptive CPD curriculum but, rather, have outlined a broad learning trajectory which we feel is useful when working to enhance practitioner skills and knowledge in relation to working with students with intellectual disability.

What follows then, in this resource, is an outline of the eight stages which workshop facilitators can work through to learn more about how we can create more inclusive spaces in our practice.

Each stage is introduced, and a broad learning focus is defined.   Each stage will also have a link specific activities and resources that we have

used previously as part of the development of this resource. We have decided to include these activities as a bundle together after an outline of the stages in a section called 'activities' as the overall shape and trajectory of the programme can get lost in the detail of these resources.   Also, experienced facilitators may wish to adapt these resources or use versions of their own which attend to the same learning purpose.   Rather than detail prescribed activities, this resource is intended to focus facilitators' attention on the overall shape, purpose and ethos of the programme.

Links to activities will be indicated by a shaded box such as the one below. *If you are reading this document as an electronic copy, you can click on the box to bring you directly to the activity (you may have to hover the cursor over the text and <click> or <control> + <click>).*

We imagine, due to the length and cross-referencing nature of the text, that this document is best read and used in an electronic format of Word.

Go to **Activity two: Tree of Hope**

Once in the 'activities' section you may want to return to where you left off in the main document. So, at the bottom of each activity will be another link which will bring you back to start of the stage relating to that activity.   Just click on the shaded box like the one below.

*Return to **Stage one: Coming together***

Many of the activities focus on group-forming and/or reflective processes.   As such, they could be used at many different points in the programme.   Again, this is for the facilitators to decide. Of course, the activities suggested are in no way exhaustive.

Finally,   we imagine this text as the starting point for facilitators who are trying to develop a CPD programme that will be meaningul in their own contexts. As such, we advise facilitators to make this programme into something that they can adapt and amend over the years by starting from, and developing, an editable Word version of this document.

Learning focus: introduction to the programme and each other.

It is important that time is spent at the beginning of the programme for participants to introduce themselves to each other and for a positive group learning relationship to be allowed to develop.   Although many experienced adult educators may have their own exercises that they would like to use, we have suggested some activities that could be used or adapted for this stage.

The important thing is that that learning activities used here help participants to form as a group in fun and creative ways but also to identify their hopes for the programme and to name the normal anxieties that exist when a new group forms.

We feel that is important to address hopes that participants have for the programme at the very start as it allows facilitators to adapt and shape the programme to the needs of the group they are working with.   It is also an important evaluative resource to return to as the group comes to a close at the end of the workshop.

This may be the first time that participants have worked with a facilitator with an intellectual disability.   We'd encourage you to address this and open it up as part of the starting conversations.   It may be a useful idea to get participants to

record their feelings somehow (as words or pictures) safe in the knowledge that they won't be asked to share these. In fact, participants should be encouraged to keep a written, audio or visual journal which they can add to throughout the programme.

Similarly, participants are likely to have a varied range of experience in terms of working with adults with an intellectual disability. Some participants may have extensive experience - don't forget to draw on the experience and knowledge that participants bring throughout the programme.

One of the central blockers for open dialogue may be participants unease around language - in particular the naming of intellectual disability.   We'd encourage you to address this openly close to the start by opening that issue up and, in particular, to draw on the experiences and opinions of any adults present who have an intellectual disability.   There will be activities in later stages which focus on language and inclusive education.   But opening up what some might see as tricky conversations from the start should help to establish an open and honest space for learning to occur.

The conversations that start to emerge in this introductory stage may very well be rich and start to lead the group quite naturally to the next stage which focuses, more explicitly, on participants' experiences of inclusion and exclusion in education. Such organic transitions are to be welcomed and you may need do little else but name that the group are leading on naturally to the next stage which you will explore in more depth together

Introductions with the help of photographs

This activity encourages workshop participants to get moving from the beginning and uses photographs to help with introductions and group forming.

> *Go to **Activity one: introductions through photographs***

Tree of Hope

This activity prompts learners to reflect and work creatively on their learning hopes for the programme. This can be returned to at the end to help evaluate the learning and the programme itself.

> *Go to **Activity two: Tree of Hope***

Name and move

This activity can be used at any time as an energiser to help stimulate group energy for the work and learning to follow. It is also a good way of everyone learning, and recalling, each other's names. This activity could also be used at the beginning of the second day of the programme.

*Go to **Activity three: Name and Move***

Learning focus: individual and group reflection and sharing of experiences of inclusion and exclusion in education.

Once workshops participants have had time to get to know each other and settle into the session, the group can be moved on to the second stage which explores and uncovers personal experiences of diversity, exclusion and inclusion.   Again, the group may move towards this stage quite naturally as they get to know each other in the previous stage – you just need to name that transition and indicate that the experiences will be explored in more depth.

Objects in learning

This is a group forming and uncovering activity based around participants sharing a story around a small object that has significance for them in their learning biography. This may also work as a starting point for day two - to reconnect with the personal.

Note: if this activity is used on the first day or towards the start of the programme, participants will need to be told in advance to bring in small object. If this doesn't happen, you will need to adapt the activity and, instead, get participants to reflect upon a significant moment or experience in their learning biography.   This will extend the time needed for the activity as participants

won't have had the reflective time that they would have if asked in advance to bring in an object.

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*Go to **Activity four: objects in learning***

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Tree Blobs

This activity explores, and crucially, names, participant comfort levels about working with groups in diverse settings.   This activity may follow on quite organically from any conversations that have developed in stage one around experiences of intellectual disability.   It allows these conversations to go a bit deeper and, crucially, to move towards a collective sense of attitudes and feelings towards working with adults with intellectual disabilities.

<div style="border: 1px solid; padding: 1em;">

*Go to **Activity five: tree blobs***

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Things to think about:

As ever, when drawing on personal experiences in education, you will need to be aware of the sharing of experiences that may have a negative impact on any

of the participants.   It is important to give some direction and set some agreed guidelines when asking a group to share experiences - participants need to be clear on what is appropriate to share.

Think about ways in which collective experiences or themes cutting across experiences can be captured creatively.   These emerging themes will be important learning artefacts for the group as the stages unfold and should be returned to throughout the lifecycle of the programme.   If there are skills or resources within the group or organisation, you might, in your planning, think about the possibility of using a graphic illustrator or harvester to capture the learning narrative that emerges as the programme develops.   Such a graphic will be useful for sustaining the energy and ideas of the group beyond the workshop (stage seven).

Stage three: Critiquing policy and models of disability

Learning focus: exploring the wider contexts and concepts of inclusion

During this section of the programme, participants will develop a wider sense of the issues and concepts relating to conceptual and policy approaches towards inclusion.   In particular, participants will be encouraged to develop understanding and critique models of disability and look at the extent that policy supports inclusion.   Two planning resources are included as appendices which will help facilitators develop content that is relevant to their group.

Go to Appendix one: Planning resource for inclusive education policy context

Go to

Language of the day.

This extended activity starts to get participants working together and thinking more deeply about the wider contexts and concepts of intellectual disability.

This activity is central to the whole CPD programme and you should allow at least ninety minutes for this activity.

This aim of this exercise is to:

- Discuss classifications of models of disability;

- Describe the disability policy and legislative landscape in Ireland;

- Examine how disability policy effects emancipatory practices;

- Critique needs' assessment procedures;

- Use language appropriate for inclusive learning settings;

- Critique the notion of, and practice of, reasonable accommodations available to students with disabilities in adult education settings.

*Go to **Activity six: language of the day***

Stage four: Reflecting on our practice

Learning focus: reflecting on practice and exploring inclusive educational positions and pedagogies.

At this stage participants should have some sense of the collective experiences of inclusion and exclusion and a growing awareness of some of the conceptual and policy dimensions of inclusion in education more broadly.   The group members will probably be trying to patch all of this together in terms of their own practice. So, at this stage you can start to draw this out more explicitly by getting participants to consider, in light of the day's learning so far, to think critically about how inclusive they work in their own practice.

This reflective work is best done individually and in small pairs or groups. Facilitators should invite participants to talk in pairs or threes about what they have been learning thus far and, specifically, how it relates to how they work in their practice.   Participants should be encouraged to look critically at their own

practice and not refrain from asking themselves difficult questions. Time should also be given for participants to reflect individually on the conversations and learning thus far. In particular, participants should discuss and reflect upon the following question:

- What do I find difficult to do in terms of making my teaching spaces truly inclusive?

Listening to and through

This activity provides a framework for adult educators illustrating the importance of critical reflection and analysis in the development of educator approach and philosophical position in education. Participants will be encouraged to explore difficult aspects of their practice in dialogue with educators. This activity provides a space for learners to reflect on their own assumptions on learning and development in education.

*Go to **Activity seven: listening to and through***

Learning focus: co-creating inclusive teaching methods.

As we move on from the reflective activity section above, the facilitators should move more broadly to explore educational methodologies and positions which enhance inclusion.   The following activities will give some sense to participants of the pedagogic issues and standpoints that need to be addressed by practitioners who are genuinely interested in creating inclusive educational spaces.

Why adult education?

This activity will explore the role of adult education as an emancipatory process in facilitating inclusive learning as well as supporting educators to think about their philosophical approach to education. It also examines how adult education is different from other approaches to education with particular reference to critical reflection as an essential tool in learning. Learners will also be in a position to explore how adult education pedagogy can assist the development of learning activities in the classroom.

*Go to **Activity eight: why adult education?** Activity eight: why adult education?*

Why Adult Education?

What is learning?

The aim of this activity is to draw attention to difference and diversity in learning processes. We will look at the various ways people demonstrate their learning, facilitation of peer learning experiences and how we can tailor educational resources to inclusively meet the needs of learners**.**

Go to: ***Activity nine: what is learning?***

Learning style group work

This activity can be facilitated with groups who are interested in discussing more in-depth techniques relative to learning styles and ways educators can assist inclusive teaching, learning and assessment.

*Go to **Activity ten: learning styles***

Mid-point evaluation and reflection

Learning focus: mid-point reflection and evaluation of participants' learning experience

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Although the CPD programme is based on reflective principles and practices that will permeate throughout each stage, it is also important that there is some explicit space made for the group reflection and evaluation on the programme. This should happen around the mid-point.   We haven't numbered it as a stage as, depending on the context of each programme, facilitators need to be able to use their own judgement about the timing of this aspect of the programme.   We imagine that such an evaluation might work well after stage five. If the course is taking place over two days, an obvious place for a mid-point evaluation will be at the end of the first day. The main thing, of course, is that participants are given an opportunity to reflect and comment on what they feel is working well, and not working so well, for them on the programme.   Such feedback provides facilitators will invaluable information to allow them to evaluate, and if necessary, adapt the programme as it is being delivered.

The following activities may help facilitators in this evaluation.

Two Jars

The first of two evaluation activities with an emphasis on uncovering the most significant learning points for students and their perspectives on the course day one activities and exercises. This information is obtained so that both the student and overall course experience can be *effectively* improved relative to certain needs and points of interest for the group.

Go to **Activity eleven: two jars**

Reflective Poem

This activity can be used as a check in and/or energiser activity with group to capture reflections, views on experience so far as well as a learning technique that can be used to support students at an individual and collective level in the generation of ideas and creativity in the learning process.

Go to **Activity twelve: reflective poem**

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Learning focus: exploring what needs to happen outside our classroom doors to create more inclusive educational experiences and outcomes.

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As we move towards the latter stages of the programme, we should have a clearer sense of what we can do to shift our practice to become more inclusive educators. However, it will probably have also emerged in conversations within the group that there is much that needs to happen outside our classes and groups to support a move towards more inclusive organisations and society in general.

The following exercises may be used to help crystalize some of the groups thoughts in that needs to happen more broadly. It is important that you capture the key points that are made at this stage in the programme.

Perception Perspective

This activity continues to support critical reflection on approaches to and perspectives on disability including a continuation of issues discussed or which are connected to the ***language of the day*** exercise. You can also use this as a standalone exercise.

> *Go to **Activity thirteen: perception perspective***

The Fourth Box

This is a group exercise which supports learner creativity, communication and team work in thinking "outside the box" in terms of how we can respond to inclusion and equality issues facing us as practitioners. It can also be used as a continuation exercise to expand on learning in *Language of the Day* with particular reference to social justice issues and the equality /equity positioning in education.

> *Go to **Activity fourteen: the fourth box***

Stage seven: Sustaining a commitment to inclusive practice

Learning focus: exploring ways which participants can support each other in developing inclusive practice and cultures beyond the programme.

At this stage of the programme participants, hopefully, will be committed to doing more to shift their own practice and work collectively to change cultures, practices and policies in their organisations and in wider society.

One of the potential problems with short programmes such as this is that despite a strong sense of a committed group being formed, that the passion and commitment can fade as the group disperse and return to the busy and distracting demands of work and life.

There is, then, some work that needs to be done with the group to think through ways in which they can sustain and develop the ideas and commitment to change that have emerged in the programme. How that sustainability will work will depend very much on the context and capabilities of each group, but the facilitators, in their planning, should think through some suggestions and options for the group beforehand.   This may include a group commitment to meeting up or joining with a larger network of practitioners who have an interest in inclusive education and/or using social media to maintain and sustain the energy of the group. Ideally, though, the ideas for the sustainability of the group

commitment to change beyond the programme should emerge from the participants themselves.   The facilitators' role is to create the conditions for ideas and plans to emerge and to reflect and communicate clearly on any commitments made at the end of that process.

Stage eight: Closing

Learning focus: closing as a group and reflecting and evaluation of the programme

As with the first stage, 'coming together', the closing of the programme is very important and is not something that should be rushed or under-valued. Significant time needs to be allocated to allow the participants, as a group and as individuals, to reflect upon and start to step away from the experiences of the learning.   It also provides an important opportunity for the facilitators to gather feedback which will enable them to recognise the strengths of their work and the programme and make adaptations to both as required.

Checking out with group

This activity could also work as a closing to individual days of the programme. The purpose of it is to:

- Acknowledge the group and to bring the learning process to a close.
- To provide a space for learners to reflect on their self-care and work

*Go to **Activity fifteen: checking out with a group***

Paint the caterpillar

This programme evaluation activity aims:

- To improve course form and effectiveness through learning from the experience of those who have contributed to course development.
- To explore important learning points as expressed by the group as a means of growth for both the course and facilitators.

*Go to **Activity sixteen: paint the caterpillar***

Group Close

This final activity aims to acknowledge closure of the group, affirming people's experiences and contributions.

*Go to **Activity seventeen: group close***

Activities

Activity one: introductions through photographs

Activity – Introductions through photographs

AIM:

To help people get to know each other and begin to share something about themselves in a relaxed way.

Before starting this exercise, it is a good idea to share with the group that you will give them a sense of what you hope the programme will be about, but that beforehand, you want to do some work on becoming established as a group.

MATERIALS:

1. Up to twenty cards/postcards with a range of pictures. These should be a varied selection and can have some relevance to the course for example pictures of women. There should be more pictures than there are people in the group so everybody has a choice.

PROCESS:

1. Place a selection of pictures/postcards/photographs around the room on tables or in the middle of the floor. Invite everyone in the group to browse the pictures noting any that attract them. Make it clear they should not pick one up until the facilitator tells them to do so.

2. When everyone has had a chance to view them all, invite each participant to choose one picture that they are attracted to.

3. Whilst still standing, invite each person to find another person in the room who they don't know and to tell them their name and why they were attracted to the picture that they choose.

4. After time for conversation between the pairs, invite each person to move on to another person, and again share their name and why the picture attracted them.

5. Bring the group back to the circle and, beginning with one of the facilitators, everyone says their name and shares something about the picture they have chosen.

Activity Source: Dr Camilla Fitzsimons (2017) Partners Training for Transformation

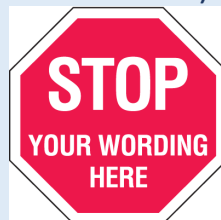Example of Activity 1 - Photo language with visual instructions

The facilitator is going to speak to the group now.

- "Take a few minutes to look at the pictures here on the ……. (Table, Floor)".

(Facilitator gives the group time to look at the pictures and think about their choice).

When everyone has had a minute or two to look at the pictures ….

- "Choose **One** (1) picture from that is of interest to you
/ One photo that you like". ☺

Tutor can repeat this sentence (supporting instruction, processing, choice).

- "You can return to where you were when you have chosen your picture".

Check in with the group

"So, in the larger group now we are going to say" …………

1) Our name

2) Why we chose the picture?

Supporting Facilitator Skill: Assisting confidence within a group

"Would any one like to start"?

If nobody comes forward the facilitator can start this process by introducing themselves and their chosen photograph.

The facilitator will also take part in this activity.

The group maybe a bit nervous coming together for the first time!!!!!

Confidence Building with People ☺

There is another part to this exercise that can be facilitated!

Instead of inviting everyone to go back to where they were after choosing a photograph the facilitator can ask each learner to find someone that they haven't met before and tell them: 1.) Your name 2) Why you chose the photograph?

Then continue with the activity.
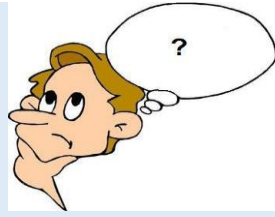
Thoughts for the facilitator

Have you given people enough time to look and choose a photograph?
Have you put the photographs in place where everyone can reach them?
Have you enough photographs so everyone has a choice?
Do you have appropriate photographs for the group to choose from?

Skills for Tutor

- Bringing the learners back together into the larger group.
 For example, if learners are in discussion.
  The tutor can say things like.

"Ok so we are going to come back together as a group now".
"I am going to invite you to return to where you were or another. comfortable space and we are going to check in with you".

Checking In: You can also check in with the group and ask them
"How was that for you?"

This activity allows the tutor to:

- Get to know the names in the group.
- Support people to express what they think (Paulo Freire calls this supporting people to explore their own social reality).

- Confidence building in the group.
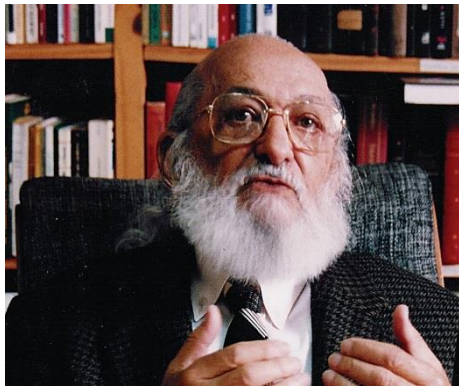
Paulo Freire was a Brazilian Educator and Philosopher. He is very famous in Adult Education. He did a lot of work with people, like supporting literacy in South America. He has an *approach* to adult education, a lot of which is in this course!

Activity Source: Adapted by Michael Gannon, Mark Smith and Laura Burke (2017)

- Presentation of photo language.
- Also used as tool for supporting trainers in communication, presentation.
- Skills and confidence in self-expressing in groups.

Remember: You may come up with your own style of facilitating this activity.

Whatever works for the group!

2

Photolanguage

Woman Speaking http://al-taiclub.com/explore/speech%20girl%20clipart/

Photograph selection http://rebloggy.com/post/collection-upload-photos-memories-table-polaroids-vertical-spread/38489301438

Stop que for wording support https://www.amazon.com/STOP-Your-Wording-Here-Sign/dp/B0091JUZH4

Looking at photographs http://www.townereastbourne.org.uk/exhibition/the-big-art-secret-exhibition/

People talking in circle http://www.pinsdaddy.com/circle-seating-in-class_qNTQp8qJzTSwAAbe5Rj4uilflGy2VheFDpTsj3x2Jqs/

One Photograph https://dineliamathew.wordpress.com/2016/03/23/una-fotografia/

Paulo Freire http://www.nietil.com/2016/11/educacao-nao-transforma-o-mundo.html

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[2] Pictures to support delivery of photo language Source: Google Images [Accessed, October 2016]

Name Que https://www.theodysseyonline.com/what-its-like-growing-up-with-strange-name

One finger indicating one choice http://stanthonymediacenter.blogspot.ie/2013/11/

Skills word and illustration http://www.elecshine.com/

Thinking Illustration http://laoblogger.com/something-to-think-about-clipart.html

Walking across illustration http://www.westword.com/news/ten-rules-for-flying-friendlier-skies-7769047

Return to **Stage one: Coming together**

Activity two: Tree of Hope

Why am I here? My Hopes for this Course

An exercise that allows people to express their hopes and expectations for the sessions.

Tree of Hope

[3] Purpose

- Learners will create their hopes for this course by building a structure (tree or link).

---

[3] **Tree of Hope picture with black backdrop illustrating the exercise context but also the variety and barriers to learning that can exist in use of colour. This picture also sets a platform for making the tree "come alive in different ways" through the viable hopes of the group. This tree is revisited at the end of the course. Source: Google Images http://timothykurek.com/10-images-of-a-tree/ [Accessed, November, 2016]**

- Promotes team building and enables each learner to individually outline their hopes for the course.
- Activity can be used to evaluate student learning relative to student wishes at the end of the course and the tutor can see what they may need to highlight or focus discussions towards in the course sessions.

Materials - You will need…

- Balloons (already blown up) or branches drawn on flip chart paper (x 4 papers – one for each group)
- Tree trunk pre-drawn on flip chart paper stuck to a clear, accessible space in the room.
- Table and ribbon ties (if using balloons)
- Pastel colour paper (small enough to fit on balloons)
- Pritstick and Bluetack
- Markers , Sellotape, Scissors (if using branches)
- Rope/Twine (for balloons)
- Flip Chart – Pictorial Aid 'my hopes for this course' with questions pre-written
- Pictures of the words: You hopes can be a   SKILL   EMOTION   FEELING whatever you want them to be ☺

Process:

- Invite learners to think about why they are here today.
- Show learners the question on the flipchart/Screen
    - "What am I hoping to learn in this course?"
- Ask learners to think about their hopes for this course and what they would like this course to bring them!!

If learners require prompts or support the facilitator/tutor might ask

- What is a hope?? Think about what brings you here today.
- A hope might be a skill, emotion, feeling, something physical.
- The tutor can show visual learners pictures to illustrate these words.

- Pictures can include – Fingers Crossed, Tree base and the groups work can be the branches.

Facilitator can check understanding of pictures with students directly.

 Pictures might have to be changed or rethought – Facilitator is guided by the learning needs, wishes and strengths of the group.

Process Continued

- Invite learners to think again about their hopes for this course - (Staggering of instructions).
- Divide learners into smaller groups to discuss and record their hopes.
- The facilitator can invite the groups to choose from **structured options** as to how they demonstrate their thoughts.
- Invite learners to **write or draw or hold their thoughts on** their hopes for this course. (Sets the stage for thinking about self -expression, creativity, helping and confidence building in a group).
   For Example:
- "Groups can decide to write, draw or artistically create their hopes together using your own "branch" or nominate one person to record your discussions in writing and feedback to the larger group when you have finished" this part of the exercise. This may need to be repeated to support group in decision making processes. Especially if people have never worked in a group before.
(Supporting literacy and learning strengths in the group).
- Give learners paper (both coloured and large flipchart pages to pass around the group(s).
(paper should be pastel coloured to support various learning styles)
If groups/ individuals decide to write, draw or document invite them to stick their creations, hopes onto the tree and truck, which the facilitator has prepared and up on the wall before the exercise.
- If some learners or groups need or request scribe support the tutor can assist when they are checking in with each person/the group after they have given this instruction.

- When learners have finished writing, drawing or thinking about their hopes …….
  - Invite learners to use the glue, to stick their own hope(s) onto a balloon /branch of their choice. If learners are doing this part of the activity in smaller groups remind learners that they can nominate someone in the group to write, record on behalf of the group. This supports both learning and literacy collective support in learning.

- When learners have completed this invite learners (in their smaller groups) to tie their balloons/stick branches together to create their hopes for the session. Each tree (per group) or balloon(s) can be placed next to others, so all group work comes together, creating one big structure.
- Invite the entire group to take a few minutes look at what they have built and reflect on what they see. (Gallery Walk)
- When the learners have had a chance to see their work and return to their seat support time for reflection/information processing.
- Ask the learners to reflect on how that activity was for them?
- Facilitator can invite people to share how this activity was, comments from the larger group. (Setting the context).
- Group will define the process, their hopes for the course, what is was like working with others, in a team as well as generative themes (Freire, 1970).
- This feedback from the group and the visual nature of the activity will support the course facilitator in outlining what is to come in the course day and how it may relate to and directly address these hopes outlines by the group. Supports tutor planning for next session.

Adaptive Facilitation - Post-its to assist copywriting and literacy development can be used or if the group are predominantly visual learners in the class the tutor can record student's hopes on a flip chart or directly onto paper. The paper can then be given to students to work in smaller groups to create their tree using glue.

If facilitating the exercise using balloons, which can also act as a sensory need fulfilment or challenge for learners

Literacy Support- Students learning new words can add these words to their word bank/personal dictionary with visuals. Tutor should obtain consent from the group to photograph student work/learning. This can be emailed or given in hard copy to students, if necessary or conducive to the activity.

Supporting individuals and the group to decide on the demonstration of this activity also provides the facilitator with an indication of the learning needs and strengths of the group.

Activity Source: L Burke (2016)

*Return to **Stage one: Coming together***

Activity three: Name and Move

Name and Move

Energiser
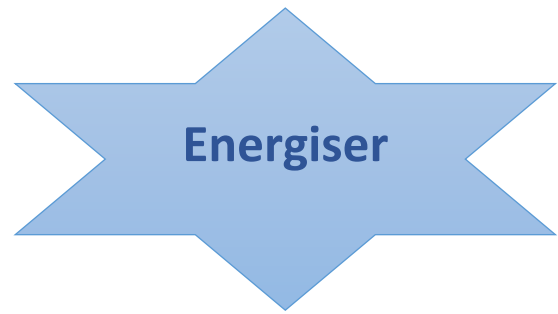
Name and Move

- Everyone takes a turn to say their name aloud in the larger group. You are also going to remember the name of the person to your left.

- Then the next time when we say our name out loud we are all going to move around the space. We must say our names in the sequence we started off in by remembering the name of the person to our left. This is when we know to shout our own name.

- We are using our listening skills to hear the name of the person that was to our left so that we know when to come in.

Reference: Peter Hussey/Augusto Boal

4

Purpose   A group movement energiser which focus' on initial drama in education techniques that can be facilitated conducive to the group, timing of the course and feelings and emotions being experienced at the particular time. This means knowing when to facilitate the exercise through *our reading of the group and course content.* This exercise also supports group to recall names and continue to establish connections with each other in a fun, humorous space.

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4 Picture of activity questions and visuals which supported the delivery of the exercise Source: Google images Name illustration

http://www.worldvisionusprograms.org/blog.php?p=6&search=&cat_id= Group movement illustration

https://www.pinterest.ie/kcange/drama-llama/ [Accessed, December, 2016]

UNLOCKING FREEDOM
Through Adult Education

Erasmus+

Materials

- Visual Aid on screen (see course supporting materials).
- Chairs moved to the edge of the room and lots of space allocated this exercise.

Process

The facilitator will also participate in this activity.

The facilitator will provide the group with the following instructions.

1)"You are going to say your name aloud but you are also going to remember the name of the person to your left (physical signal) when they have said it".

2)Each person will practice call out their own names. This can be facilitated twice to support clarification and noting of persons to the left.

3)"The next time when we say our name out loud we are all going to move around the space. We must say our names in the sequence we started off in by remembering the name of the person to our left. This is when we know to come in, **when** to shout our own name , even when we are moving".

We are using our listening skills to hear the name of the person that was to our left so that we know when to come in.

The facilitator will check understanding of the instructions with group here before leading the proceeding movement.

The facilitator will commence or nominate someone in the group to start the process of supporting learner movement in different direction of the room and calling their own name when appropriate.

This activity requires strong use of short term memory and comes to a conclusion when someone forgets a name, when humour or emotion takes over or the piece becomes laborious.

Another dimension can be added to this exercise through each person assigning themselves a movement, which must be completed after observing the person to the right's movement. This means that both the calling of names aloud and movements can be facilitated at different times adding a complexity to the task of memory, movement, listening and observational skills completed simultaneously.

Activity Source: Peter Hussey based on works of Augusto Boal, adapted by Michael Gannon (2017)

*Return to **Stage one: Coming together***

Activity four: objects in learning

Objects in Learning
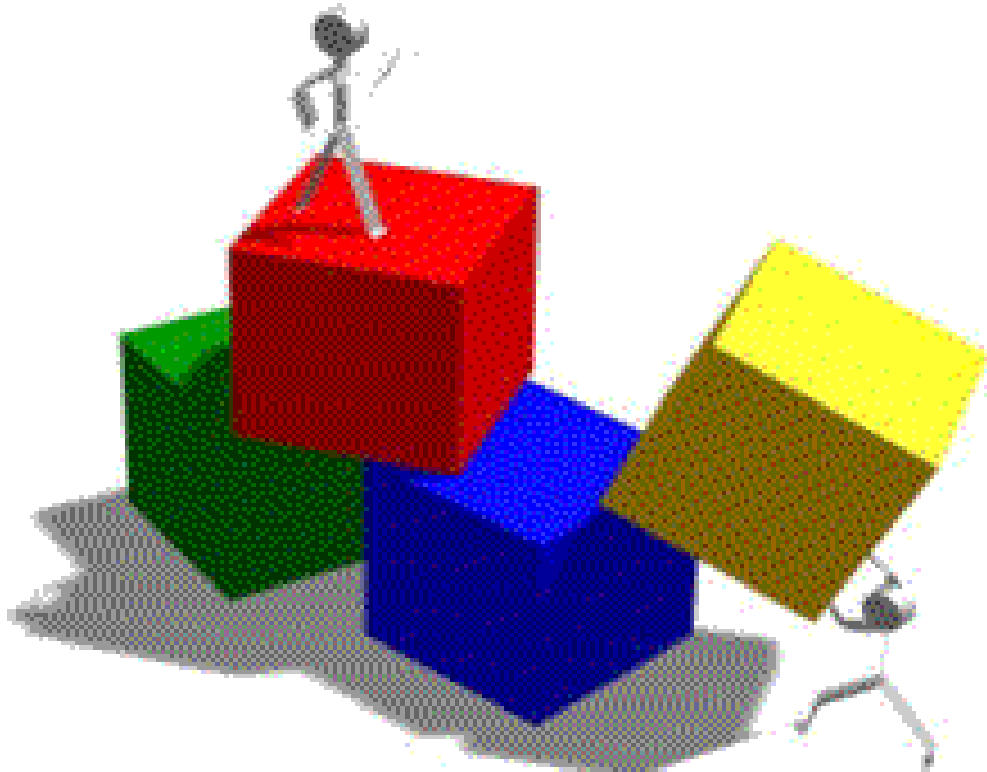
5

Purpose

Building on learning and relationships but can also be used a first time introductory activity in coming together as a group. This exercise like photo language, also helps people get to know each other, become familiar with names and more comfortable in sharing information within the group.

Materials

- Table
- Cloth for Table

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5   **Picture with reference to building on learning Source: Google Images http://www.gregpaskal.com/mets/Presentation/METS_Presentation_p09.htm [Accessed, March 2017]**

- Objects (Brought by course participants and facilitator(s))

PROCESS:

1. Invite everyone in the group to take out their object of learning that they have brought to the session.

(This will have been flagged by the facilitator in the previous session).

2. Invite each participant to share with the larger group why they chose to bring this object today.
3. When each person has finished sharing their object and thoughts with the group the facilitator can invite them to place their object on the table (which will be set in the room).
4. At the end of this exercise there will be a collection of objects on the table representing the unique interests, experiences and connections in the group. (See figure 37)
5. This exercise is also helpful technique in supporting the engagement in learning processes with students

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Activity Source: Adapted by Mark Smith and Laura Burke (2017)

Return to

Activity five: tree blobs

Facilitators can also use the following activity to explore comfort levels in groups.

Tree Blobs

Exercise from training for transformation that helps people position themselves about how their own comfort/discomfort levels about working in diverse classroom settings.

PURPOSE:

The Tree blob picture is a visual way for people to illustrate where they are at in a group or organisation. It is best used in a group where trust already exists.

PROCESS:

1. Give each person a tree blob picture and ask them to decide which figure in it represents them in their group / organisation, or to draw a figure that might represent their position more accurately.

2. If the group is less than ten, all could come back together and say where they see themselves in the picture and what their feelings are about that position. If the group is larger, participants might first need to talk in smaller groups.

3. When everyone has stated their position, a few minutes of silent

reflection time follows.

4. Then invite each person to say how they feel about what they heard and if anything, surprised, shocked or challenged them in how others saw themselves. An open forum follows.

TIME: ¾ - 1 ¼ HOURS

MATERIALS: COPY OF TREE BLOB PICTURE FOR EACH PERSON, PENS, PAPER.

Activity Source: Camilla Fitzsimons (2016) Partners Training for Transformation
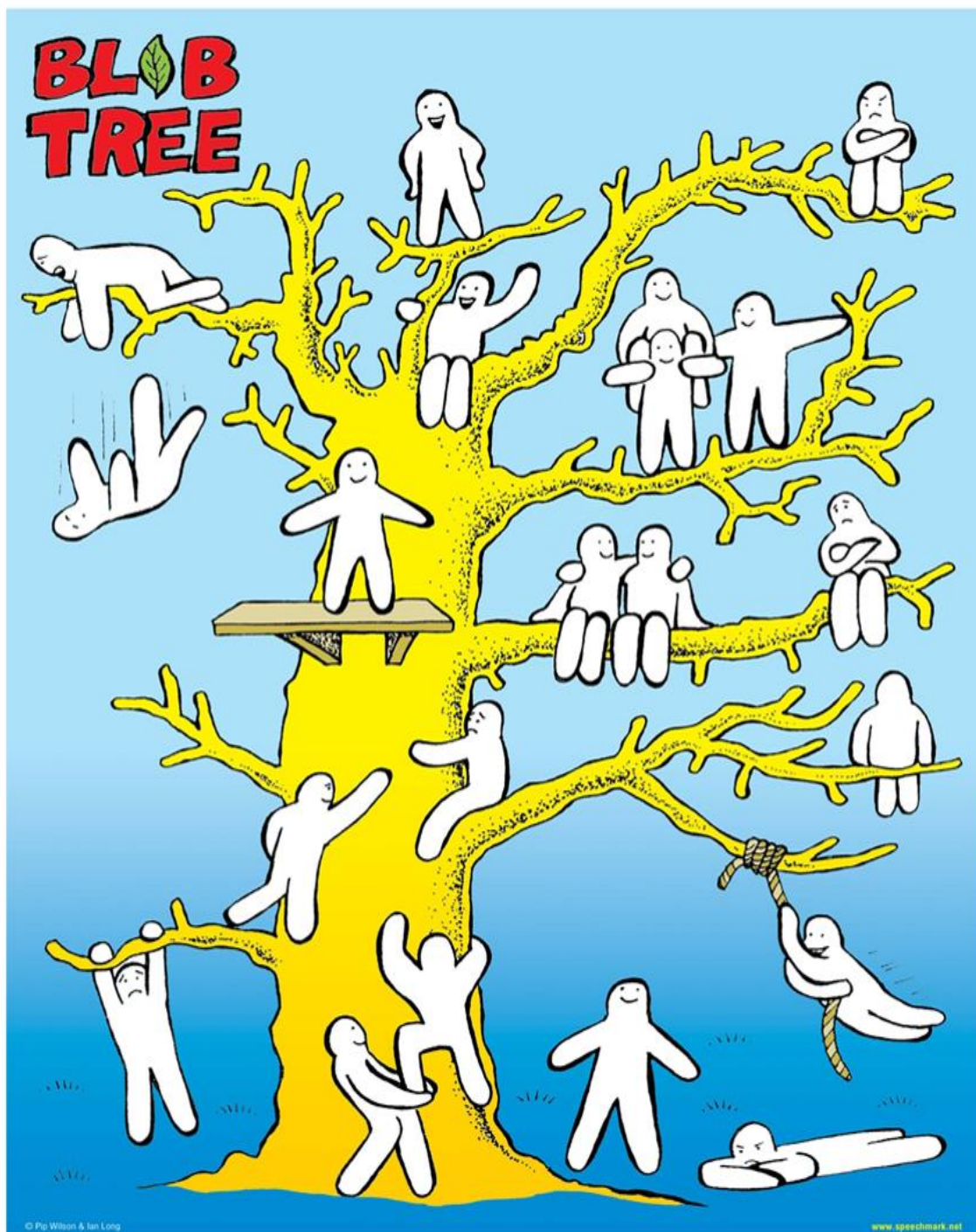
71

See course supporting materials for how the tree blob exercise can be facilitated relative to a critically analysis on inclusive education.

Return to

Activity six: language of the day

Language of the Day

Purpose

This exercise explores a number of course learning outcomes:

Classify the different models of disability;

Describe the disability policy and legislative landscape in Ireland;

Examine how disability policy effects emancipatory practices;

Critique needs' assessment procedures.

Use language appropriate for inclusive learning settings;

Differentiate the types of reasonable accommodations available to students with disabilities in adult education settings;

Materials

Visual support resources (which are included in course supporting materials)

Flipchart pages, markers, colours for each group

The following words ((which will act as themes or topics) typed or printed on coloured paper 1) MODELS OF DISABILITY 2) MODELS OF INCLUSION 3) REASONABLE ACCOMODATIONS 4) UNIVERSAL DESIGN FOR LEARNING(UDL) 5) One blank page

These words are reflective of the purpose of the course and learning needs and interests of this group but can be adapted to each group.

Time: An allocation of at least 1 hour 30 minutes will be necessary for this activity

Activity Context

This activity "Language of the Day" relays the focus on, yet in, the ever-changing nature, of language in education, including within disability and inclusion itself.

The picture of the recipe is intended to illustrate that we don't always see or understand what is on the agenda or who sets it and it can be mixed in with lots of other things but there are certain words, language that come to us on the table and we as educators need to be prepared for this as well as having a basic knowledge about what is going on in the "fields" of inclusion, adult education, disability and education in order to better support students in our practice. (See figure 38).

Process

The facilitator will spread out the five pages with words which _act as topics in_ different sections of the room. Whilst doing so the facilitator will read the word on each page.

The facilitator will pose the following questions to the larger group

1) We invite you to choose a word that is of interest to you in the selection.

"It might be a word you have never heard of, or a word you know something about or something you would like to learning more about or develop your understanding of……"

If the group are unsure about the basic meaning or context of the word offer clarification at this point by inviting other members of the group who may be familiar with the word to clarify. Should the group require a general understanding of the word (which may have come up in previous group discussions in the course) the facilitator can provide same.

This will require a knowledge about the context of the learning outcomes specified in this activity (see course supporting materials).

Remind the group that their self -allocation to the word/topic is based on "a word you may never have heard of, or a word you know something about or something you would like to learning more about or develop your understanding of".

The facilitator can encourage each person in the group to take a minute to choose a word or if there is an emerging theme or topic arising in the course that the group would like to explore further they can write it on the blank page to assign another topic/word.

2) Stand or position yourself on or near that word.

3) Take some time to think about what comes to your mind when you see or hear this word.

4) We are going to explore in smaller groups………..

    i) Your understanding of this word/topic

    ii) Ways you think it might be helpful or unhelpful in supporting your practice.

5) Afford space for groups to be creative and offer use of colours, markers, materials to each group aside from their big chart page to work from.

Allow at least 20 minutes for the groups to discuss their topics and if groups need to move in the building or space to another location encourage same.

6) For this exercise the facilitator is observing and checking in with each group as they are working as well as encouraging each smaller group to feedback in whichever manner works for them.

7) When this aspect of the exercise is finished we get to hear from each group with respect to their knowledge, creations, thoughts and opinions and the facilitator has the _opportunity to integrate this through dialogue into the_ _course learning outcomes, course supporting material visuals (which are_ _available on PowerPoint) and navigate learners to further reading and_ _resources in each of these or any emerging topics for the group in this activity._ **This activity requires the facilitators to have specific subject knowledge which will support the learning and assessment process.**

**THINKING ABOUT THIS EXERCISE**

If there are a lot of learners positioned near the one word that have chosen, groups can be divided into two to explore the same the word/topic or if there is one person in a chosen topic section, this person can be facilitated to work with another group which will inform the chosen topic. This is because all words, topics will interlink in learning and discussions.

For example, in this exercise sample being outlined, the words were determined by the discussions of the Unlocking Freedom Project Advisory Group (in relation to what they felt needed to be included in the course) and groups who were piloting the course (adapted aspects of the word, topic).

Participants wanting to explore models of disability and inclusion could work together and could also work collectively in smaller groups to look at sub-topics.

If there is no little or no interest in a particular topic the facilitator(s) can join one of the groups to elaborate or present the topic when the group come back together as a larger group.

This exercise requires adaption from the facilitator(s) and group to support conduciveness to learning.

Language of the Day!

1) In groups we invite you to choose a word that is of interest to you in the selection.
It might be a word you have never heard of, or a word you know something about or something you would like to learning more about or develop your understanding of.

2) Stand or position yourself on/near that word.

3) Take some time to think about what comes to your mind when you see or hear this word.

4) We are going to explore 1)Your understanding of this word/topic 2)Ways you think it might be helpful or unhelpful in supporting your practice.

[8]

"Coming in from an Exercise" Group Check In

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[8] **Figure 38: Image of supporting slide for exercise "Language of the Day" Source: Google Images Plate for words** http://www.downloadclipart.net/search.php?q=fork **Recipe Illustration** http://www.livinghiho.com/recipes/desserts **[Accessed, February, 2017]**

Can be like a long walk – Especially if there is content of an emotionally provoking nature, group wellbeing and further engagement can walk in hand in hand!!!

To support critical analysis and engagement with the course material there should also be space at the end of this exercise for learners to reflect on what has been discussed, allow time for information processing, questions and comments to each other.

There may be significant or general points of discussion here so time management and time allocation and the types of questions posed with the group will need to be considered.

See figure which was a sample exercise check-in relative to the topics, content generated and discussed which required more time.

Reflection questions can also be facilitated by inviting each other to turn to the person beside them and ask each other how this exercise was for them.

Reflection Questions on this Exercise

- Are models of disability and inclusion helpful or unhelpful in relation to our teaching practice and approach?

- Do we need to look beyond reasonable accommodations in facilitating learning?

- Is UDL achievable?

9

See: www.ahead.ie/udl for more information on *Universal Design for Learning* and https://www.ahead.ie/employer-accommodations for information on *reasonable accommodation*.

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[9] **Reflection questions to supporting analytical thinking relative to subject matter Source: Google Images person thinking http://pergament.rs/sr/ Pen https://wordworks.co/clipart-sign-in/ [Accessed, February, 2017]**

*Return to **Stage three:***

Activity seven: listening to and through

The facilitator may decide to take note of the group's responses here to come back to this aspect of learning at a later stage.

Interlinking Learning Activities

This exercise also provides a foundation for the following exercise *Listening To Listening Through,* **which explores critical questioning with the self and learners more in depth.**

Activity Source: Elaine Bean, Library Services Maynooth University, (2011) Adapted by Laura Burke (2017)

Listening To and Through

Aim of this Exercise

- A frame work for adult educators illustrating the importance of critical reflection and analysis in the development of educator approach and philosophical position in education.

- To explore pedagogies of fear in dialogue with educators through the medium of listening and what this actually constitutes.

- A space for learners to reflect on their own assumptions on learning and development in education.

Materials

You will need (to create your visual aid)

- Tape or static material that can form a circle on the floor - (circle outline)

- Text on pages containing the following words:

  STUDENT GROUP ASSUMPTIONS EXPECTATIONS REFLECTION LISTENING TO LISTENING THROUGH

- X2 sets of battery operated lights to form each half of the circle

- Positioning of the above materials with the text

- STUDENT GROUP LISTENING TO positioned *inside* the circle

- EXPECTATIONS ASSUMPTIONS REFLECTION positioned **ON** the circle

- LISTENING THROUGH positioned *outside* of the circle

Process

The facilitator, in this activity, is open to sharing some personal experiences of assumptions, expectations on learning and "getting it wrong".

The facilitator(s) invites the group to take a minute to look at the prepared visual.

- *Example: Personal narrative of both facilitators, as a learning facilitator and student in a working relationship were facilitated in the piloting of the exercise in May 2017 Maynooth University.*

- Cathartic analysis of learning which can be opened up to the group in terms of questioning from experience.

- The importance of listening TO the learner and the group.

- As educators sometimes, we can be <u>listening through our own lens</u> (as illustrated in visual figure 23).

- ***What we want for the person out of our perceived wishes or good will.***

- The visual illustration of this narrative is intended to provoke the group to think about the ***<u>nature of support</u>*** and assisting learners , educators to critically reflect on experience.

- Throughout this exercise the facilitator(s) is inviting the group to contribute to the discussion through questioning and active engagement with the group – Dialogue.

Large Group Question (Facilitator is inviting questions from the group)

Sample Questions

- How does this impact on learning?

- Why are educators afraid to get things wrong?

- Question of "vulnerability"?

- What are we protecting adults or ourselves against?

Experience of Facilitating this Activity May 2017:

Michael Gannon and Laura Burke

Michael shared his experience of working with support persons throughout his life and learning partnership (mentorship) which is intended to support students with intellectual disabilities in higher education. He illustrated the importance of listening to students and their wishes even in a course which has a set assessment level or "things we have to do". He said it was educators' jobs to find ways to help students show their learning. Michael spoke to us about his learning demonstration through portfolios and structured learning activities which meant he knew what was coming and what the work looked like having it stored all in one place.

Laura shared her experience as a learning facilitator in misjudging Michael's capacities for learning through institutional and societal pressure in their initial work together. She was listening THROUGH her own lens of what she thought would be good for Michael and how he could meet the assessment requirements in his modules rather than listening TO Michael in terms of how

he holistically saw benefit of college and how he could self-explore assessment with the department he was studying in.

Michael turned on one set of lights and Laura turned on the other illustrating the journey it took to develop the connection when working through these things together in partnership and listening at different levels. Both facilitators facilitated this activity through dialogue with each other and the group.

Supporting Materials: The listening at different levels handout Partners Training for Transformation (2016) and further reading and information on Partners, Freire and Mezirow are available as an accompaniment to this course

Sample Questions

- Dialogue between Laura, Michael and Group
- What advice would you give to educators working with students Michael?
- Laura what was the biggest challenge for you as a learning facilitator when you think about these things (what we see in the visual)?
- How can we work to support diverse needs in a structured course with time limitations?
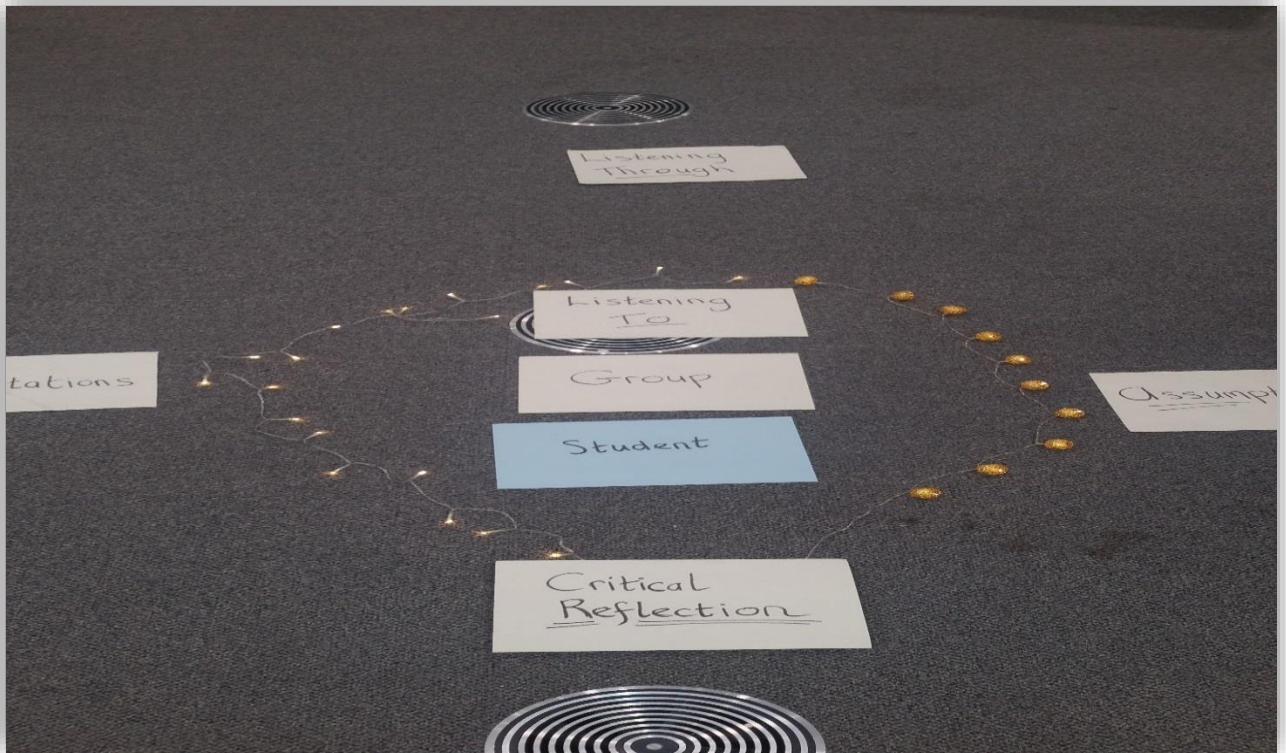
10

> **The context of facilitating this exercise is difficult to relay in text and images and is unique to each facilitator and learning group but care must be taken if there is a decision to video record this exercise through an informed consent process.**

Activity Facilitation: Burke and Gannon, May (2016) Based on works of Freire, Mezirow and Partners Training for Transformation

*Return to **Stage four: Reflecting on our practice***

[10]   L Burke (2016) Based on works of Freire, Mezirow and Partners Training for Transformation Source: Author's own

Activity eight: why adult education?

Why Adult Education?

Purpose:

This activity will explore the role of Adult Education as an emancipatory process in facilitating inclusive learning as well as supporting educators to think about their philosophical approach to education. It also examines how adult education is different from other approaches to education with particular reference to critical reflection as an essential tool in learning. Learners will also be in a position to explore how adult education pedagogy can assist the development of learning activities in the classroom.

Materials

Key pictures and words printed in hard copy (see course supporting materials)

Instructions:

- Show learners the images (see figures 15 and 17 and supporting materials as a guide).
- Invite learners (either in smaller groups or the larger group) to discuss what they see in each of the pictures.

Image 1: Traditional Teaching Approach

Image 2: Adult Education

Prompts

If learners need prompts to assess the photographs

Facilitators can ask the learners questions like …….

"What is the teacher doing"??

"What are the students doing"?

"What do the classrooms look like"?

11

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[11] **Example of Traditional Teaching Approach Source: Google Images http://efcaviation.com/design/design-thinking-for-educators-edutopia.php [Accessed, May, 2017]**

12

Feedback

- Facilitator will invite feedback from the larger or smaller groups…
- This activity will support the group to explore approaches and issues in education using the pictures as learning resources.

The facilitator is facilitating a discussion on:

Image 1: Traditional Teaching Approaches

Image 2: Adult Education Approaches

Why the distinction is important ….

Themes which may arise

- How spaces are organised with groups.
- The role of the teacher
- The role of students

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12 **Example of adult education approach to learning Source: Google Images http://www.pinsdaddy.com/counseling-class_j*b*fz3F4VXdNxqXGBR%7CGgxHG%7CLmuzXc6j46hzRPBRk/ [Accessed, May, 2017]**

- Traditional education in Ireland and across the world
- Experiences of learning

Groups who are new to learning about Adult Education Approaches might be

interested in……

The Banking Approach to Education – What is it?

- Depositing of knowledge *onto and into* the person.
- Like a jug pouring knowledge into someone without thought.
- Learners are recipients of education – Receptacles of Knowledge.

Banking Approach to Education

The issues with this in stifling engagement in learning

13

Adult Education

Learning that supports critical capacity and growth

14

Power Dimensions of Learning – "Them and us"

Student and Teacher

- In adult education this is challenged.
- The teacher is the facilitator of learning not the depositor.
- We are looking at **Equality** and Power relations in learning.
- A space for learners to explore how they learn.
- How learners/students see the world.
- How this can make a difference to the life of the person and that of their community.
- Transformation of lives through education.
- Problem Posing Education
- Education is never neutral

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14 **Picture Representing Growth – knowledge as water nourishing the plant representative of the person's brain Source: Google Images https://hersheysworld.wordpress.com/2016/08/24/significant-lesson-from-an-insignificant-incident/ [Accessed, May, 2017]**

Adult Education View of Learners

- Learners have knowledge and experience to bring to any learning experience, setting or environment.
- Learners have the capacity to critically reflect on their own learning experience and act on their experience.
- Paulo Freire called this PRAXIS – (A discussion about this depends on the learning interests of the group)
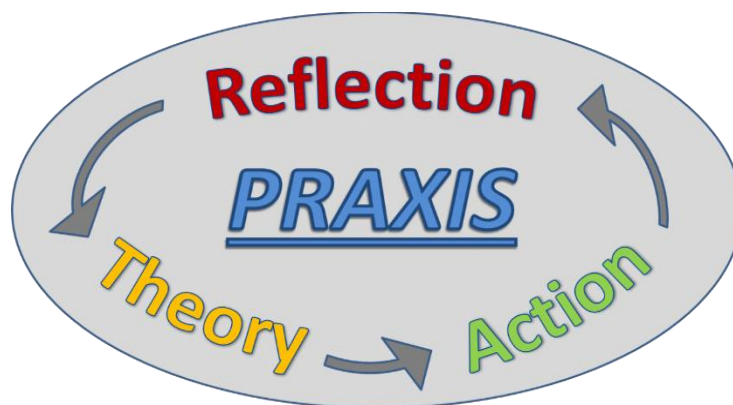
15

More information on Praxis, Transformative Learning and Emancipatory Learning

Praxis

Can be explored through the works of Paulo Freire

Freire, P. (1972) *Pedagogy of the Oppressed*, London: Penguin

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Smith, M. K. (1999, 2011). 'What is praxis?' in the *encyclopaedia of informal education.* [http://infed.org/mobi/what-is-praxis/. Retrieved: 03/12/2017].

Transformative Learning

Mezirow, J. (1981) 'A critical theory of adult learning and education', *Adult Education Quarterly*, *32*(3):3-24

Taylor, E. W. (2007) 'An update of transformative learning theory: a critical review of the empirical research (1999-2005)', *International Journal of Lifelong Education*, 26: 2, 173-191

Emancipatory Learning

National Institute for Adult and Continuing Education (NIACE). (2000). *Emancipatory Learning. NIACE Briefing Sheet 11, March*, Leicester: NIACE. Available online at: http://archive.niace.org.uk/information/Briefing_sheets/Emancipatorylearning mar00.html [accessed 12/02/2018]

Further Reading in Adult Education philosophy and pedagogy is available in the further information bibliography section of this document.
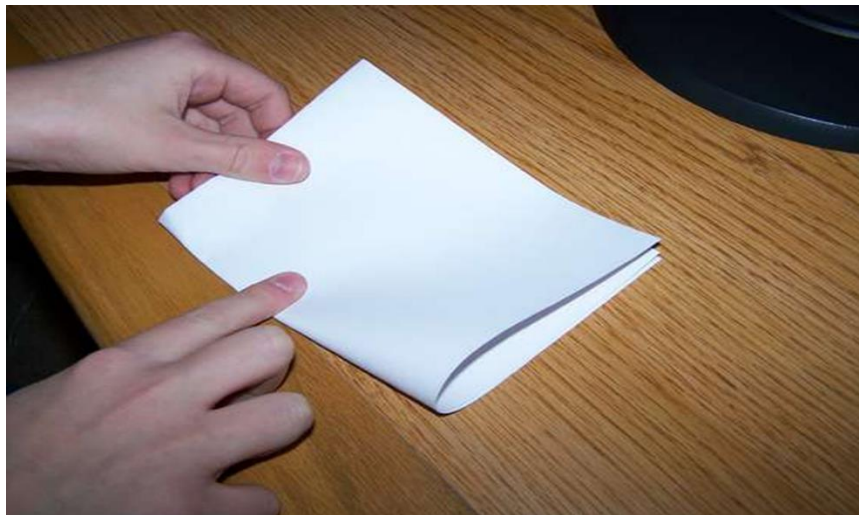
*Return to **Stage five: Shifting our practice***

What is Learning??

"Singing from the same Hymn Sheet?"

Aim: To recognise different learning styles, the various ways learners demonstrate their learning, facilitation of peer learning experiences and how we can tailor educational resources to inclusively meet the needs of learners.

16

Materials:

A4 Paper (different colours)

Pens, markers available to learners

Process:

- Provide each learner with a blank page, some white, some pages with different colours.

- Invite each learner to listen to the instructions of the facilitator
- Again the outcome of this activity depends on how it is facilitated.
- The idea rests on the facilitators ability to persuade and make the group follow the instructions.

- 1)"So I am now going to invite you to take your page and fold it in half"
- The facilitator will illustrate using their own page in hand leaving some time for each person to complete same. The photograph figure 25 will also be available for learners to view on screen or printed.
- 2)"Now I am going to invite you to fold your page in half again"
- Time for each person to complete is allocated.
- 3)"Go to the part of your page where you can see **a clear fold line** and tear a hole in the corner along the clear fold line" and the facilitator will complete this action whilst speaking to the group.
- It is at time stage that the facilitator moves straight onto the next action without affording much time for the group to complete or question the action.
- The facilitator will invite each person in the group to hold up their pages.

Alternative Way of Facilitating this Exercise

Invite learners to close their eyes. Rely on other senses to complete the instructions. This activity must be approached with care, conducive to the group.

Questions for the Group

1) So take a look at your page…. What do you see?

This will be unique for each learner.
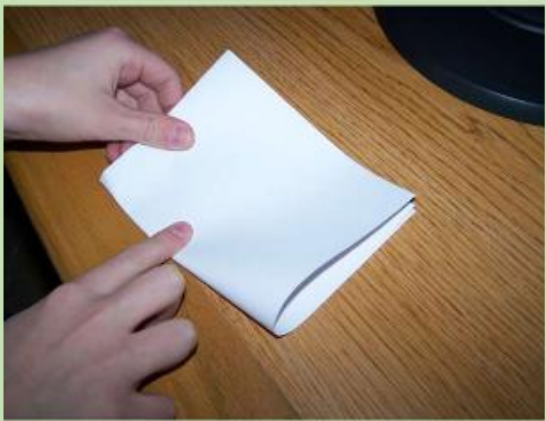
Some learner responses have included

- Holes - our pages they will all be very different……
- One at the side, one in the middle
- Which one is right?
- Some pages may not have any tears or holes…..
- Each page will be different because you have it….
- Some people have different coloured pages, why?
- The instructions were intended to be so that the hole would end up in the middle of your page?
- I am not sure why we did this?....

Then the facilitator will bring the group back to the actions.

What was …………

- 1) Helpful

- 2) Unhelpful

About that activity for you??

https://www.youtube.com/watch?v=wM8Sbiyz5iI

17

2) What was helpful about this activity?

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[17] **Visual to support activity debrief and link to another form of learning sample of paper , how to make a paper boat Source: Youtube https://www.youtube.com/watch?v=1wu5oKy4m5s [Accessed, April, 2017]**

Some group responses have included

- **Facilitator showed us what to do physically and with a picture**
- **Was clear in the way that they spoke**
- **Was happy when they spoke**
- **Colours can support some people to learn**

Possible

- You had the space to create something…..
- You might have been engaged in the activity….
- You might have got talking to the person beside you…
- You might have supported another learner…
- You might have asked for support………
- You might have received support………

3) What was unhelpful about this?

- What is a "clear fold line"?
- Some of you may not have been in a position to go to your left or right because you might have to see it like this……. (Facilitator uses hands) or someone might have had to show you….. You might have needed some time to listen or read some instructions……..
- Some of you may have needed the hand of somebody else to guide you to the left or right……….
- Some of you might have asked me (facilitator) to come and help……
- Some of you may not have had time to think about the instructions and wanted them repeated…..
- Some of may have needed physical support to fold your page and tear……

Debrief: The facilitator speaks to the group about the exercise relative to learning.

- There is no right or wrong way to complete this exercise
- This is because there was limited clarity in the approach however we all completed it in our own way.

- How could this exercise be improved if it was to be facilitated again?
- Some learners may not have received the context as to why we did this.
- How might this impact on learning?
- Did anyone question or stop the facilitator and why?
- Why do we tend to go along with activities that are presented to us?
- Why didn't anyone question the facilitator and why do you think this might be?
- Did anyone ask for help?
- Was this uncomfortable for anyone?
- Was this enjoyable for anyone

Ownership of Learning

- When you take ownership of your page it means that you can do what you want with the page in the way you use it and present it.
- The facilitator can provide space for each learner to create using their page. The page might symbolise something for each learner.
- This ownership of learning can be a significant challenge for lots of different people and is acknowledged in inclusive education.

Message for Educators

When we set learning activities or tasks we need to think about lots of different things like, how we present the instructions, the materials, the needs of learners in the room, the implications on student wellbeing, course progression and our own practice. We also need to think about how we support *students' readiness to learn.*

Exercise Summary with Visual Aids

So in this activity we are looking at how we………

Receive Information

How we process information

How we send or communicate this information………..

Pictures of these points can be illustrated on screen or printed for the group.
See figures 27 and 28.

18

Thinking About……

How do I present information?

19

Activity Source: Dr Catherine Mahon (2014) adapted by L Burke (2017)

Return to *Stage five: Shifting our practice*

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19 **Visual Aid to support activity Source: Dr Catherine Mahon**

Activity ten: learning styles

Learning Styles and Assessment

This activity can be facilitated with groups who are interested in discussing more in-depth techniques relative to learning styles and ways educators can assist inclusive teaching, learning and assessment.

Materials: Page from activity part one, flipchart paper, markers, visuals of learning styles printed and/or on screen projection.

Process:

  1) Building on Learning

Referring to each learners page (from part 1) the facilitator can remind learners that:

Sometimes the page has to include certain things like colours, pictures, writing, typed text. For example, if you have to be examined for your work, if you are studying a course that has **an assessment** but helpful education supports learners to:

- Present their page in a way that works for them….It maybe through drawings on the learners page or the elimination of the page in replace of something else.
- It maybe something else that works better for you (the learner) and the group….
- This is where the awareness of learning styles and Universal Design for Learning (UDL) can be noted with the group.

- See course PowerPoint supporting materials for visuals and explanations on *general* learning styles awareness.
- UDL is something that will explored with the group on day two of the course.
- See bibliography, further information for more on UDL as well as the below link which can also be used to illustrate the basic ideas behind it and more so and as a basis for "Language of Day" which will be facilitated in day two of the course.

- A video illustration of UDL by AHEAD can be accessed here https://www.youtube.com/watch?v=AGQ_7K35ysA

2) Exploring learning styles as a medium of inclusive assessment: Group Activity

Division of Group Skills

This is one of the skills new facilitators will have practiced in the supporting facilitators training to deliver this course. Facilitating smaller group work also feeds into support activities on *reading a group*. This supports confidence, expression and dignity within a group.

Diversifying the Experience

Facilitators can use numbers or colours to mix learners up into different groups as so learners can work with people that they haven't had the chance to work with before in the group.

Example" Green……White……Gold….. Irish Flag" or something which has resonance to the group.

Invite the Green, White and Gold Teams to go to different parts of the room.

The relaying of this inclusively also means the physical expression of the instruction as to support and guide learners.

For example – Visually showing where greens could go with your hand, repeating the instruction and checking in with the group through questioning such as

"Is that clear or does that make sense to people?

Or

The facilitator can invite learners to form their own smaller groups through self-assigning.

The Facilitator can support each learner to self -assign by inviting learners to come together in groups of 3 or 4 depending on the size of the larger group

Clarification and Pacing of Instructions

Allows time for learners to process information.

3) Learning Style Groupwork

The facilitator will provide each smaller group with a learning style (Pictures see support materials)

Groups can work together to answer the following questions (questions always displayed on screen or flipchart to support instruction processing)

Sample Questions that can be explored

- What kind of learning is this???
- In what way could we deliver this activity (part 1) again to support this type of learning style????
  Or
- How can these learning styles be captured in the various ways we assess student learning?

Group will record their responses on flip chart paper, with colour or a picture to represent their point.

Facilitator will invite each group to nominate one person to write (if the group are writing their responses) and one person form each small group to feedback to the larger group when they have finished the practical part of the exercise.

Then there will be feedback from each group in relation to each learning style and an opportunity for questions from the larger group which will be guided by the facilitator.

The visuals, pictures and explanatory information on learning styles can support this part of the discussion if necessary (see figure 29).

The generation of knowledge will come from the learners.

Debrief with learners relative to the activity:

- We are in a position to inclusively facilitate learning with students if we explore our approach to how we assess. This should also inform our own teaching style.
- Learners are our guide and peer support can help us to explore ways of facilitating teaching, learning and assessment.
- This activity and the listening TO, Through activity tends to evoke conversations around the challenge for educators in working inclusively in "formalised structures governed by set assessment or in a space with perceived restriction" on assessment such as "within QQI" or "logical based disciplines" such as science and engineering.
- These issues and perception warrant space and time to be discussed by the group.

*Use all of our senses to receive information but may have a **preferred** way of learning.*

20

Activity Source: Dr Catherine Mahon adapted by Laura Burke 2017

*Return to **Stage five: Shifting our practice***

20 **Visual of the different learning styles Source: Google Images All styles https://blog.cosmoscastleschool.com/how-does-your-child-learn-982e54b32b79 Jigsaw illustrating Kinaesthetic Learning https://www.template.net/design-templates/print/blank-puzzle-template/ Audio Learning Illustration with Ear http://cliparts.co/images-of-an-ear Eye illustrating Visual Learning https://clip4art.com/clipart-eyes-and-ears.png/clipart-eyes-and-ears-clipart-eyes-and-ears-blue-eye-clip-art-at-clker-vector-clip-art-online-royalty-600-x-503 Wordbank illustrating Read Write Learning https://bubblyprofessor.com/2012/04/ [Accessed, March, 2017]**

Activity eleven: two jars

The first of two evaluation activities with an emphasis on uncovering the most significant learning points for students and their perspectives on the course day one activities and exercises. This information is obtained so that both the student and overall course experience can be *effectively* improved relative to certain needs and points of interest for the group.

The jar emphasises the uniqueness of the group and their shared learning experiences as well as providing a comfortable medium for anonymity in information, learners wish to share.

Materials

- Post-its or coloured appear
- Visual Aid with questions, text prepared (See figure35 and course supporting materials)
- 2 Jars with labels Activities and Learning Today (See figure 34)
- Print outs of course visuals/slides from the day displayed on the wall in the class (to support visual learning, see course supporting materials)
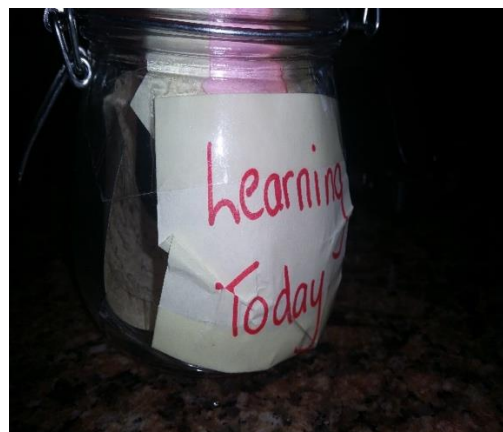
[21]

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[21] **Samples of Jars used for this activity. Source: Authors Own**

Most Important Learning for me today?

1) Learning:

Take a moment to reflect on any **significant or important learning points** for you today if you have had them. Record them on the postids.

2) Activity Evaluation:

*Then take some time to think about **what** activities worked for you today? (Reminders are on the wall for you to see).

*What activities may require improvement??

*What may need to be added or taken away from the course at this stage?

*Any other comments or suggestions?

- You can draw, write a word or sentence.
- You can work on your own or with the person beside you for this activity.
- When you have finished you can put your drawings and notes in **the learning and activity building jars.**

22

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[22] **Sample of activity questions with pictures available on PowerPoint Source: Google Images Thinking (Personal) http://new2017.grid.id/w-health-health/2017/12/12/sulit-berkonsentrasi-inilah-beberapa-sebabnya-salah-satunya-kamu-banget-nih?page=all Pen to illustrate one way to record thoughts, optins https://www.fiveclipart.com/sign-in-clip-art/simple-sign-in-clip-art/ [Accessed, Februaryl, 2017]**

Process

1)   Invite learners to take a minute to think about the day and reflect on some of things that perhaps surprised them or were interesting to them.

2)   Invite learners to look at the walls in the room with the visuals from the day if they require support with thinking about this instruction.

3)   Then ask the learners to reflect on the most significant or important learning points for them today.

Whilst doing this the facilitator is circulating post-its. Coloured paper should learners wish to record their thoughts on these.

4)   The facilitator is repeating the instruction again with the addition of inviting learners to record their thoughts through a sentence, word or drawing. This staggering of instruction provides space for learners to think through multiple forms of information at one time.

5)   Then the facilitator will invite learners to put their thoughts into the "Jar of Learning" (See figure 21).

6)   When learners have completed this part of the activity the facilitator will invite them to do the same again but this time the reflection will focus on the *activitie*s that were facilitated during the day.

Here learners will have an opportunity to provide feedback on the course activities using the same process as the first part of the exercise with a different jar.

Activity Source: Laura Burke (2015)

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*Return to **Mid-point evaluation and reflection***

Activity twelve: reflective poem

Short Reflection / Energiser

23

Aim:

Check In/Energiser Activity with group to capture reflections, views on experience so far as well as a learning technique that can be used to support students at an individual and collective level in the generation of ideas and creativity in the learning process.

This exercise also enables the facilitators to check learning through expression indicators should they arise.

Materials: Flipchart Paper and Markers**.**

Process: Facilitator invites each person in the group to say the first few words or sentence that comes into their mind.

> If this instruction is given before a break or lunch it provides learners with the time to think about their reflections relative to the course, learning in the group and how the day feels so far from their point of view.

Facilitator or second facilitator records words, statements on flipchart.

> Two facilitators are great for this activity because one can verbally communicate with the group and the other can write the groups' responses. Writing the responses requires a fast writing style.

- Group create their own poem based on how they are feeling at that time.
- Facilitator will read or facilitate group to read their poem together when everyone had added a word(s) or sentence.
- Facilitator asks the group how did that feel bringing your reflections together?

> **Facilitator Perspective: Michael Gannon 2017 extract from discussion in relation to course preparation between course facilitators Laura Burke and Michael Gannon – Informed consent to include in this document. Transcribed and summarised by L Burke 2017**
>
> Michael – informed the group about his experience. How liberating this style of learning can be for him. He can express, engage in learning in a way that can be supportive for all students. "I have a voice" there is no pressure I just speak. Be creative. Then I can learn the words on paper. This is how I wrote my first book". "From here I can focus on words I can spell, look up more on, I can say these words, most adults can, put sometimes I may not recognise them on paper. This doesn't mean I don't have the ability. I can also learn new words from hearing from others so this activity works well. I don't get this from the worksheets you see being used in centres. It depends on me, the group, what is happening at the time. Learning can be emotional but this is life".

Facilitator Debrief: Note to group about the capacity to create, to generate learning even if we are stuck or feel stranded.

Activity Source: Michael Gannon (2016)

> *Return to **Mid-point evaluation and reflection***

Perception Perspective

Purpose

An activity which supports critical reflection on approaches to and perspectives on disability including a continuation of issues discussed or which are connected to the *language of the day* exercise. It can also be facilitated as a standalone exercise.

The intention of this piece is to provoke and evoke critical reflection and discussion in the group regarding some of the misconceptions, preconceptions, assumptions and positive aspects of disability. Essentially to support educators, the group to think about how they see disability which will influence how they facilitate. Thus this exercise responds to the emphasis on *educational approaches, principles, ethos* in informing how teaching, learning and assessment happens.

Having course facilitators and learners with lived experience of having a (dis)ability provides the foundation for the ideas within this exercise to be challenged, reaffirmed, debated, supported and critiqued in the group learning space.

Materials

On screen projection and sound to host web clip by Stella Young 2013 which can be accessed using the following link also contained within course supporting materials (see figure 41).

Link to video clip: https://www.youtube.com/watch?v=8K9Gg164Bsw

Process

The facilitator will invite learners to watch the clip in which Australian author, activist and teacher Stella Young talks about disability and her concept of "inspiration porn" (about 9 minutes in total).

When the piece has been shown the facilitator will invite all learners to take a minute to self -reflect on this clip and/or turn to the person beside them and/or invite comments on the piece to the larger group.

Which one of these three methods of feedback can be determined by the facilitator's communication with the group, judgment and gained knowledge in knowing and reading the group, as to determine which feedback method would be the most appropriate and support group discussion. The facilitator may also decide to provide the group with a visual reference when thinking about the clip including questions and visuals. (See figure 42).

How does all of this feed into our educational approach and practice?

- Here is a perspective from Stella Young, Australian educator, disability activist and comedian.

- https://www.youtube.com/watch?v=8K9Gg164Bsw

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How we see Disability?

- Take a minute to record your thoughts on this piece.

- Do you agree or disagree with what Stella Young is saying?

- Can you identify with what she is saying?

- Ideas on "Inspiration Porn"?

25

Activity Source: Laura Burke(2016)

Return to Stage six:

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[25] **Course supporting slide for reflection questions to assist both individual and group analysis of ideas and opinion expression. Source: Google Images Reflection questions to supporting analytical thinking relative to subject matter Source: Google Images http://pergament.rs/sr/ pen https://wordworks.co/clipart-sign-in/ [Accessed, October, 2016]**

Activity fourteen: the fourth box

The Fourth Box

Purpose: A group exercise which supports learner creativity, communication and team work in thinking "outside the box" in terms of how we can respond to inclusion and equality issues facing us as practitioners. Can also be used as a continuation exercise to expand on learning in *Language of the Day* with particular reference to social justice issues and the equality /equity positioning in education.
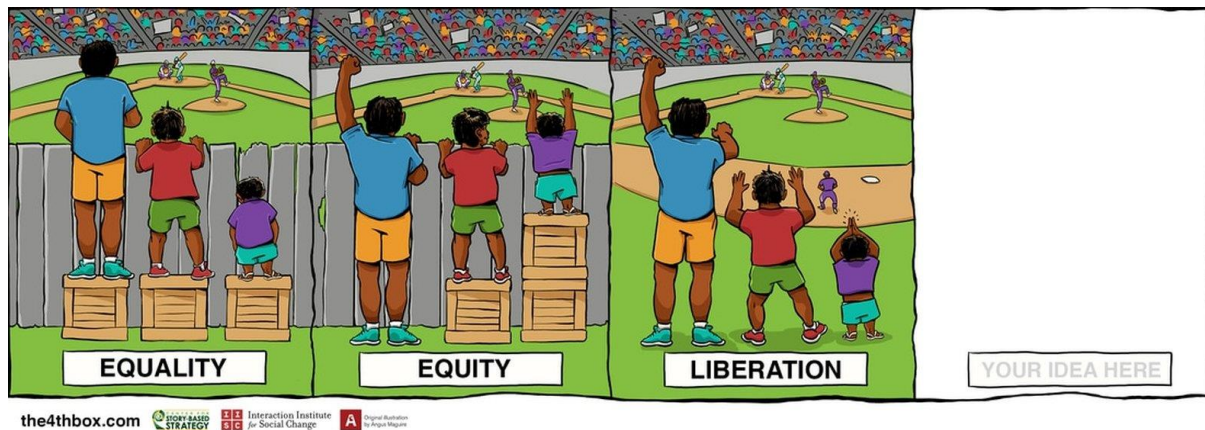
Materials

- **Equality/Equity visuals to support the context of the exercise**
- **About 4 to 6 Sets of the 4th box pictures and cut outs to give to smaller groups (see course supporting materials)**
- **Pens, colours, markers, glue, Sellotape and bluetack.**
- **Blank A3 board or flipchart paper for each group(will be the 4th box)**

Process

The facilitator will support group to divide into smaller groups to work on this activity.

The facilitator will then speak to each group.

1) "We want you to imagine another story and tell us or show us what you would illustrate in #The4thBox"

EQUALITY   EQUITY   LIBERATION   YOUR IDEA HERE

the4thbox.com

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Process Continued: To support the groups in thinking about the 4th box the facilitator can provide groups with the activity characters and cut outs (see course supporting materials) or display some guide questions if necessary (see figure 27) but remind each group that the 4th box is theirs to decide and there is no limited as to what or who can be inputted into the box space (each groups blank A3 or page, which represents their box.   The idea is to build creativity in the thinking and learning process. This exercise can also prove to be another way of checking out with a group relative to the materials covered in this course because it encourages groups to gather ideas relative to the topic area.

2)   When each of the groups are finished their creations they will display around the room so all learners will get the chance to view other creations and comment on same.

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[26] **Picture of the 4th box activity idea for groups. Source: Interaction Institute for SocialChange (2017) http://interactioninstitute.org/the-4th-box-sparks-imagination/**

3)   The facilitator can support each group to nominate one person to feedback to the larger group about the rationale behind their creation, which will open the group up to new learning experiences.

See this link for more information about the exercise: http://interactioninstitute.org/the-4th-box-sparks-imagination/

Guide Questions to Support this Exercise if Necessary

- What other story could be revealed in this setting?
- What other stories could you make up?
- What other underlying assumption here could you challenge?
- Who built that wall in the first place and/or who took it away?
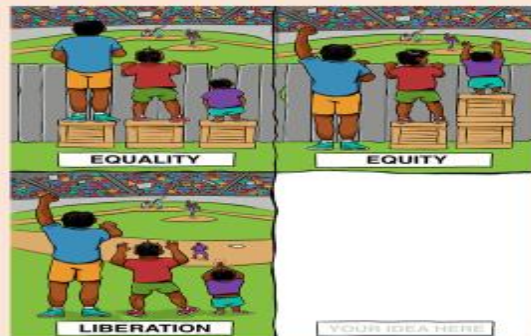
27

Activity Source: Interaction Institute for Social Change (2017)

*Return to **Stage six:***

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27 **Picture of exercise visual and guide questions for groups Source: Interaction Institute for Social Change (2017) http://interactioninstitute.org/the-4th-box-sparks-imagination/**

Activity fifteen: checking out with a group

Checking Out with a Group

Closing Reflection / Closing Meditation

Purpose

- Acknowledging the group and bringing the learning process to a close.
- This also provides a space for learners to reflect on their self - care and work as an educator relative to what was discussed in day one.
- Thinking about your work well done.
- Thinking about how you might develop or move forward in your practice.

Facilitator

Facilitator invites learners to just be, take a comfortable position, close your eyes if you wish, take part if you wish. Think about your choices. If your choice is to proceed off we go.

Thinking about your journey today

Your achievements

Take a moment to note your achievements as an educator

Do you know what they are? Can you define them for yourself?

Think about what it means to be here …………………….. for you…………

You are here in body and mind.

You have achieved today.

Was there anything that surprised you about today?

Take a moment to note this

What was of value to you today?

Think about your work with students. Has today influenced this in any way?

What works for you when you need some time out? Do you have a place space/activity you do? Go to that place……. See and feel what it is like to be there. Does it make you happy? Feel what you want to feel……….

Leaning can be emotional, demanding but we can help each other if we are aware of this. Think about how you have helped yourself in your learning…. Think about how others have helped you…. In what way did they help you.

it's our awareness and understanding of ourselves and others that make us great educators. Great is how you define it but your biggest guide here is your learners….

Take a minute to open your eyes and come back to the group.

Facilitator will check in with the group and ask group how that felt for them.

"How did that feel for you".

Invite any comments or observations from the group.

Activity Source: Michael Gannon (2016)

*Return to **Stage eight: Closing***

Activity sixteen: paint the caterpillar

Course Evaluation - Paint *the Caterpillar*

Purpose

- To improve course form and effectiveness through learning from the experience of those who have contributed to course development.
- **To explore important learning points as expressed by the group as a means of growth for both the course and facilitators.**

Materials

- **Visuals: Pictures of course activities/what was covered today and learner branches or balloons which made up the _Tree of Hope_ at the start of day one of the course displayed for all learners to view if desired.**
- **Caterpillar Outline: pre-drawn before the session and prepared by dividing and numbering the body of the caterpillar into different sections with the below (see figure 28) questions displayed in each section on the caterpillars back. See figure for what this looks like.**
- **Markers, pens, colours, drawing tools, materials and paints (if doing through painting or canvasing) for the learners to complete the different sections.**

Process

1) The facilitator will spread the different parts of the caterpillar across the room for learners to work from. (Remember aside from an evaluation question each sheet/section will have a number just in case learners get stuck in the final section of the exercise).

2) Invite each learner to think about the following questions (which will be displayed on screen and for learners to revisit) See figure 28.

3) Invite learners to respond to these questions individually but also note to learners the opportunity to be creative, work with others and also have the choice not to respond through this piece of work.

Make available an online or hard copy of these questions for learners in case learners would like more time to think about same or to provide feedback at a later stage. This can be completed, for example, using google forms or a similar means, if the learners have access and use IT services or through post.

4) Then the group must help each other to put the sections of the body back in order to complete the exercise and see the more holistically the group's feelings on the course. The facilitator allows time for the group to view each section.

5) The facilitator will then afford an opportunity for the group to express any comments on the exercise or points they have noted before they close the group.

Back to your Trees of Hope

- Take a moment to look at your trees of hope you expressed with your group at the start of the course.

1. Have some of your hopes for this course been addressed, any new knowledge?
2. Was the content of the course relevant, interesting, useful?
3. As an individual in the group was there space for you, your voice and were your needs met?
4. How did you find the way we work?
5. If the course was to run again what changes would you suggest be made to the course – Any new hopes?
6. Anything else you want to say to us?

Reference :I Partners Training for Transformation /Adapted by I Burke 2017
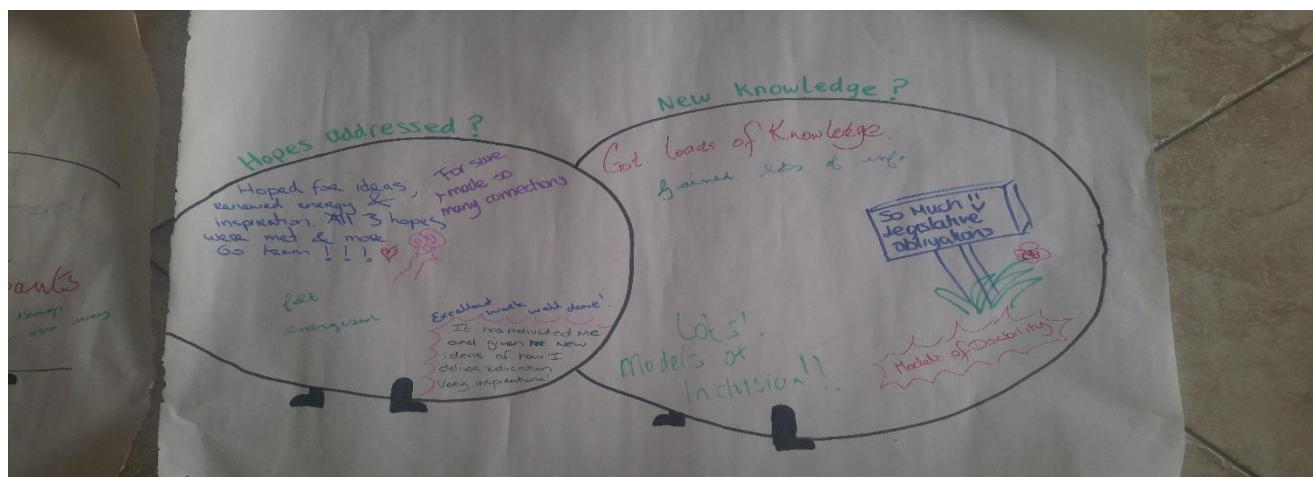
29

Activity Source: Partners Training for Transformation adapted by Burke 2017

Course Evaluation Questions for end of course

Section of caterpillar body with evaluation question. Source: L Burke

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Activity seventeen: group close

Group Close

Purpose:

To acknowledge closure of the group, affirming people's experiences and contributions.

Whilst some groups might stay together for other purposes or many agree to meet again to follow up on this work, it is unlikely it will be the complete group again or the same task, so it is important to mark the end of this particular process**.**

PROCESS:

1. Draw people together ensuring the room is organised into a closed circle that includes the facilitators.

2. Invite each person to address the group sharing, how they are feeling as they leave the group.

If they would like to share one thing that they think will particularly stay with this (remember this might not be anything the facilitators introduced, it could be a conversation over break-time, a realisation they had away from the group itself etc.)

3. Facilitators should also share how they are feeling and one thing that they are taking away also.

4. The group is then invited to disperse.

Activity Source: Dr Camilla Fitzsimons and Dr Brid Connolly (2015)

*Return to **Stage eight: Closing***

Appendices

The following resources may be drawn upon to develop content appropriate to the needs and knowledge of the group to build on and develop knowledge around policy and inclusion. Any resources used should be done so through dialogic, group processes while always having questions about the efficacy of policy in enhancing inclusive education to the forefront.

Key legislation: *http://nda.ie/Disability-overview/Legislation/*

Key policies: *http://nda.ie/Disability-overview/Key-Policy-Documents/*

National Disability Inclusion Strategy 2017-2021: http://www.justice.ie/en/JELR/Pages/WP17000244

The National Plan of Equity of Access to Higher Education 2015- 2019 sets out clear guidelines, targets and recommendation on increasing access, participation and retention of students with a range of disabilities in higher education:

http://hea.ie/assets/uploads/2017/04/national_plan_for_equity_of_access_to_higher_education_2015-2019_single_page_version_01.pdf

Linehan, C., O'Doherty, S., Tatlow-Golden, M., Craig, S., Kerr, M., Lynch, C., McConkey, R. and Staines, A. (2014), **Mapping the National Disability Policy Landscape**, School of Social Work and Social Policy, Trinity College Dublin, Dublin.
http://www.ucd.ie/psychology/pdfs/disability/FINAL_MOVING_AHEAD_POLICY_REVIEW.pdf

Value for Money and Policy Review of the Disability Services in Ireland (2012).

http://health.gov.ie/wp-content/uploads/2014/03/VFM_Disability_Services_Programme_2012.pdf

Transforming Lives is the National Programme to implement the recommendations of the Value for Money and Policy Review of Disability Services in Ireland.

Transforming Lives Progress Report 2016
https://www.hse.ie/eng/services/publications/transforming-lives-progress-report-2016.pdf

Example of Transforming Lives strategy in practice:
https://www.youtube.com/watch?v=UY5VMRElnGs

Inclusive Education Framework. This relates specifically to the compulsory sector – however, some of the principles and processes may elicit useful discussion: http://ncse.ie/wp-content/uploads/2014/10/InclusiveEducationFramework_1.pdf

*Return to **Stage three:***

Appendix two: Planning resource for critiquing models of disability

The following resources may be drawn upon to develop content appropriate to the needs and knowledge of the group:

Facilitators should introduce the main two models of disability. It is likely that at least some participants will be aware of these.

There are many easy access video resources such as those below which should help to provoke discussion:

For example; medical and social model: https://youtu.be/23oBOjQAYe8

Facilitators should draw on the knowledge of the group to outline various models and perspectives on disability (eg. WHO's biopsychosocial model, the economic model, and neurodiversity positions).

For example, the following resource, extends beyond medical and social models and considering why 'models' may be useful?

https://englishagenda.britishcouncil.org/sites/default/files/attachments/models_of_disability.pdf

Louise Bøttche's lecture 'Beyond biomedical and social models of disability: Outline of a cultural-historical model'. https://www.youtube.com/watch?v=5sCT0Myo640.   This video is long and should not be shown to the participants in full but facilitators may be interested in using it to develop and expand their own ideas on models of disability.

Whatever resource facilitators use, it is important that the discussion afterwards moves towards a critique of the notion of there being just two models and, indeed, the very notion of models itself.   In particular, participants should be encouraged to discuss how models enhance, or not, a move towards an inclusive practice.

*Return to **Stage three:***

Further resources and bibliography

Summary

The following sources cover topics such as the Irish further, community and higher education landscape relative to the inclusion of persons with intellectual disabilities as well as information relating to inclusive research, adult education and the national inclusion policy landscape (Burke, 2018).

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Department of Adult and Community Education

The Department of Adult and Community Education (DACE) at Maynooth University is renowned for the high quality of its courses and its rich and supportive learning environments based on active participation and open discussion.

The department are the leading centre for research on adult education in Ireland and have built an excellent international reputation for their work on further education, higher education, adult guidance, community development and transformative learning.

The department is firmly committed to equality and social justice. DACE believes that education is a fundamental human right and collaborative, critical adult education has the power to transform individuals and change society for the better.

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