

EMPOWER

Building Resilience to Address Domestic Violence

IO1 - Induction to Pedagogy Programme for Parents



Co-funded by the
Erasmus+ Programme
of the European Union

Phase 1: Induction to Pedagogy Workshops

These 2 face-to-face workshops will aim to support you, as parents to:

1. Understand pedagogy approaches to learning.
2. Understand how children and young people develop and learn.
3. Understand what family learning is.
4. Understand the different roles parents can play in family learning.
5. Develop your skills and confidence as facilitators of learning.



Phase 1 workshops will address the following learning outcomes:

Knowledge	Skills	Attitudes
Knowledge of pedagogic approaches.	Integration of pedagogic approaches in family learning	Willingness to learn basic theory.
Knowledge of how children develop and learn.	List different ages and stages of children's development.	Realisation of child development
Definition of family learning.	Plan and create supportive family learning opportunities.	Willingness to develop family learning opportunities.
Knowledge of parental roles in family learning.	List different parental roles for learning.	Willingness to participate in family learning opportunities.
Knowledge of best facilitation practices.	Develop and put facilitation skills into practice	Increase in confidence in own abilities as parent facilitators.



Workshop 2

Part 1

What is Family Learning?



Definition of Family Learning

'When parents engage in educational activities for themselves a series of cultural and educational interactions are promoted within the family.'

Parents benefit from self-efficacy, empowerment and greater involvement in their child's school as well as greater parental confidence in helping their child at home. This leads to increased pupils' engagement in school and better educational achievements'.

(European Commission, 2015)



Definition of Family Learning

Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

'Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage.

(Scottish Family Learning Network, 2016)



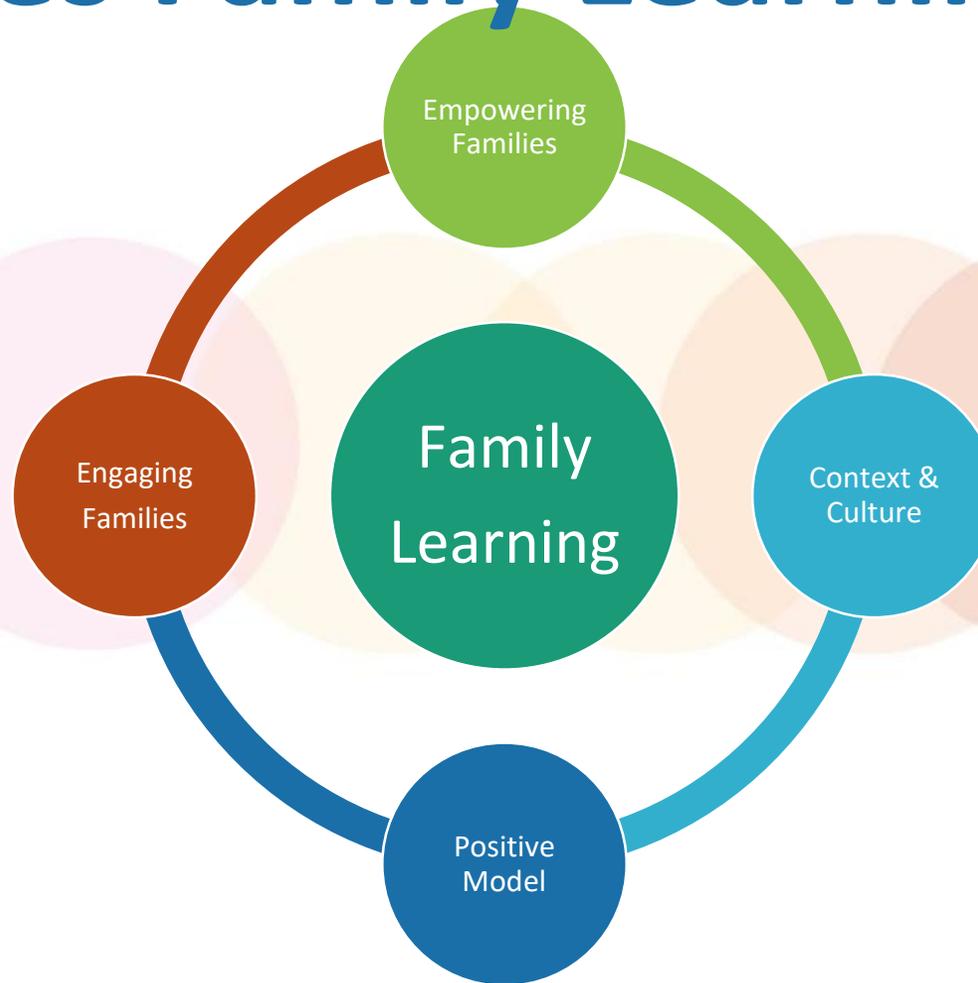
Definition of Family Learning

Family learning usually refers to learning activities that contribute to a culture of learning within the family by involving both children and adult family members, whereby learning outcomes are intended for both children and adults.

Intergenerational approaches to learning have been proven to have a particularly positive impact on disadvantaged children's and adults' proficiency in literacy, language and numeracy.
(UNESCO)



What does Family Learning Look Like?



Engaging families in learning together

Family learning programmes are about working with the adult and the child. Their primary purpose concerns learning. Every member of a family is a potential lifelong learner in their own right; every member of a family needs access to learning, through a range of pathways and access points.



Empowering families to take control

It is about listening to families, starting from where they are, providing opportunities for learning in contexts and for reflective practice. It requires the active involvement of families in the development and shaping of services and the recognition of their expertise.



Recognises Context and Culture

Family learning programme organisers develop and manage a range of interventions depending on context, culture, timing and access issues; and work in partnership with local, national and international organisations and agencies to bring together all aspects that touch families' lives.



Starts from a Positive not a Deficit Model.

Practitioners strive to understand and build on adults' strengths, knowledge and skills. It is important that those working in family learning recognise economic, social and cultural power, and do not unwittingly participate in the victimisation of disadvantaged families.



Activity 2.1

Who is in My Family?



Workshop 2

Part 2

Facilitation Techniques



A Facilitator is:

a person or thing that makes an action or process easy or easier

A facilitator :

plans, guides and manages a group event to ensure that the group's objectives are met effectively, with clear thinking, good participation and full buy-in from everyone who is involved.



Video: Teacher versus Facilitator

<https://www.youtube.com/watch?v=GRnc8hEsPWo>





Key traits of an excellent facilitator must-have:

1. An active listener
2. Ask questions
3. Is Authentic
4. Aims to be impartial
5. Enthusiastic
6. Patient
7. Keeps the goal insight



Active Listener

Listening is a key characteristic for a facilitator. Both being able to listen to others and to encourage others to listen are equally as important. A facilitator needs to be able to actively listen to their group and understand what they are trying to say. Paraphrasing, summing up or using other active listening techniques are great ways to fully grasp and gauge the meaning of what people are saying. An excellent facilitator needs to be able to listen to a group, an individual and also themselves. If you feel like you aren't feeling yourself, if you are tired this will emerge externally in your facilitation and the group will feel it.



Ask Questions

Asking questions is crucial to allowing valuable dialogues to be had. The facilitator does not want to simply talk to the group and tell them things and you don't want to just give the group the answers to their problems. Instead, they must come up with them themselves. Asking open-ended questions that can spark helpful and beneficial discussions that can trigger solutions is much more valuable to all involved. The facilitator must also know how to probe respectfully, firstly to get people out of their comfort zones, but also to encourage participants to delve deeper into thoughts in order to get more out of the meeting.



Is Authentic

A good facilitator needs to be authentic. People will soon tune out, disengage and not trust what you are saying if you are insincere. Being authentic allows you to connect and relate much easier with the participants and enables you to bond with them. In order to be an authentic facilitator, you must create a safe space to encourage people to open up and express themselves without the fear of retribution. If people do not feel comfortable or safe to convey their feelings both they and the facilitator won't be able to present their true authentic selves. Trust is the key to encouraging others to express their true thoughts and feelings. Without trust and authenticity, the meeting will be sure to be a waste of time.



Is Impartial

Having an unbiased perspective and not tainting other's opinions with your own is crucial to allowing open and worthwhile discussions. You don't want to push your views onto others, instead, you want to create a forum where people can freely discuss and express themselves, enabling problems to be solved and decisions to be made. Not to mention, treating all participants as equal ensures that you maintain honest and open-minded conversations. It will be crystal clear to participants if the facilitator is trying to steer the conversation and push their own predetermined conclusions onto the group. An excellent facilitator provides an unbiased space for alternative opinions and views to be brought up in a respectful way.



Enthusiasm

A facilitator has to know how and when to bring the energy into the room and at the same time when it needs to be reeled back in. The facilitator's energy holds the ability to control the feeling and environment of the room. It can help to inspire, encourage and motivate the group in order to provoke solutions and creative ideas if there is a brainstorming exercise or bring the energy back down if a serious discussion needs to be had. The capability to manage the emotions in the room will be of great help when constructive conversations and to keep the meeting on track.



Patient

As they say, patience is a virtue and it is a fundamental trait when it comes to facilitating. Staying calm in discussions or when things get heated is important to limit any tensions or situations before they occur. As the facilitator, you want to help improve the situation so leading by example and keeping composed is essential. It is almost unavoidable that sometimes things just don't go to plan. Whether it be technical or process issues, things just don't always go how you thought they would. The facilitator must ensure they are patient and resolve the issue by encouraging dialogues and introducing different questions to the group as the purpose or plan changes and adapts.



Keeps the Goal Insight

Keeping the participants on track and keeping the conversation aligned with the main outcome is important and sometimes tricky. It is human nature that conversations go off on a tangent, which yes provides some of the most interesting and constructive discussions but the facilitator needs to know when and how to bring the conversation back to the main purpose of the meeting. If the meeting is too long people will tune out and not focus, therefore managing the time is a tricky but essential part of facilitating.





Becoming an excellent facilitator takes time and practice. The skills you need will be honed and tweaked over many years of preparing and practising in live situations. It is very rare that you would wake up overnight and be the perfect facilitator. Putting in the dedicated hard-work to improve your facilitation skills will reap rewards in the long-term and ultimately be the founding difference between being a mediocre facilitator and an excellent one



Activity 2.2

Getting Started with Family Learning



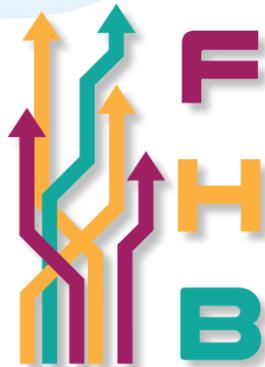
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