AISee Collaborative - Taxonomy of Approach Including Learning

AISee offer quality of tailored services spanning evaluation, facilitation, training, bespoke and strategic projects, for the benefit of you, your organisation, your community, across a broad range of organisations, public, private and third sector. Operating within this taxonomy of approach with a Code of Ethics and an additional Code of Practice for our limited direct advocacy provision.

We will work with your staff, your clients, your commissioners in supporting connectivity and cohesion with the interconnected overview of advocating, identifying solutionising empowering and energising.

Whilst our focus is on skill enhancement and improvement whether individual, collective, client or staff, we do this via the CIHA, CPERG, IRL, DiAC for PCP approach:

- ➢ CIHA – Common Interest Holistic Advocacy incorporating Person-Centred Practice
- ➢ CPERG – Contributory Participation Engagement Resource Group
- ➢ IRL – Inclusive Reflective Learning
- ➢ DiAC – Drop in Advocacy Café
- ➢ PCP – Positive Collaborative Partnerships

We believe in the practice of harmonising and aligning our approach is unique as it is incorporated into our mode of delivery for skill enhancement workshops and or short courses *(see section on levels of Skill Enhancement)* of 'Discussional Auditory and Visual Presentation', designed to ensure inclusive learning via Visual, Auditory, and Practical.

Visual - See or watch or view the information and that is how visual learners remember all information from seeing rather than learning through listening or hearing. For few learners, visually viewing the information is their learning type. These types of learners think about the visual information to remember and recall. In these learning types, learners learn best from visual displays like diagrams or videos or charts and written information like notes.

Auditory - Hearing the facts vocalized, they learn the best through verbal lectures and discussions or listening to directions. Learners here tend to listen to lectures carefully and grab the information for remembering. They take notes by putting all concentration on listening. Auditory learners are good at communicating through speech rather than text or others. These kinds of learners often benefit from reading text, often aloud, when they read aloud, they can understand and capture the information.

Practical - They prefer learning when they are involved and active in it. learn things the best way when they are physically present there, they like to know in detail how things work and learn effectively, through practical activity and skills by practicing themselves.

Over and above our Discussional, Auditory, Visual and Presentational mode of delivery, we as creators and trainers not only have to ensure accuracy and quality of content, we must inclusively appreciate and understand the six fundamental levels of learning methodologies and incorporate them into our practice.

➢ Remembering - having a basic understanding of the subject and defining and retaining the information.
➢ Understanding - having the ability to explain the learning outcome of the information through summarizing or description.
➢ Applying – disseminating the application of knowledge gained through the demonstration of learning.
➢ Analysing -- the process of breaking down concepts into topics and smaller fragments to create a relation between the subjects.
➢ Evaluating - reaching a judgment on an idea or course after gaining knowledge.
➢ Creating - being able to put together alternative ideas, suggestions or practice to provide improved practice, benefits or outcomes.

We are committed to framing each and all of our WSC's in following format

➢ WSC Name:
➢ WSC Associate:
➢ WSC Audience:
➢ WSC Delivery Mode:
➢ WSC: Learning Outcomes:
➢ WSC: Outline Overview:
➢ WSC: Power Point: c/w Handouts Supportive Visual and Videos
➢ WSC: Workable Exercises
➢ WSC: Assessment that Learning has occurred.

Over time our knowledge development, dissemination, expansion and growth, we will:

➢ Create different levels for many of our WSC's, each level more progressive in knowledge and practice.

> This will as it develops enable individuals, if they wish to progress through continued learning and completion of WSC's to accumulate into their personal course wallets:

12 WSC Credits can be accrued to apply for Certificate of Autism, ADHD and Neurodifference or *18 WSC Credits* to apply for Diploma in Autism, ADHD and Neurodifference.

For more information please see WSC table towards the end of this Taxonomy.

In Practice Discussional Auditory Visual Presentation

This preferred delivery mode enables us to deliver skill enhancement upskilling or training, whilst dissemination knowledge in a visual format via PowerPoint and handouts with an auditory discussional approach to encourage participation and flexibility of learning via practical worksheet exercises, usually by splitting the sessions attendees into small groups of 4-6.

Our Worksheet exercises are designed to granulate to support and encourage - inclusive contributory participation and reflective learning. Build and enhance self and collective understanding, application and analysis – We like to suggest a dual consideration of – 'listen with your eyes and see with your ears', physically impossible of course, yet a phrase understood sufficiently well for some to adapt their own approach and is very good when working in small groups as this augments focus which supports appreciation, understanding and listening skills, enriching self-reflection, analysis and self-evaluation. When all combined this illustrates to trainer and learners alike that learning is occurring.

At the end of each WSC, each learner is asked to complete a WSC specific Evaluation Questionnaire (EQ) consisting of rating of before and after re knowledge for each of the outcomes of the WSC, rating the perceived knowledge of the trainer and the delivery practice of the facilitator/trainer. EQ's are returned to AISee for analysis. These EQ's are an invaluable insight for continued WSC development and updating delivery skills of facilitator/trainers and adding to or adjusting value of content for improved benefits.

A summary report is created in respect of each WSC and provides feedback on

- ❖ WSC numbers
- ❖ content and knowledge gain
- ❖ knowledge movement
- ❖ knowledge improvement

- ❖ facilitators knowledge and understanding
- ❖ style of presentation and communication
- ❖ overall content of WSC
- ❖ overall rating of WSC
- ❖ comments from learners