

# Facilitation Resources for Administrators

Administrators may choose to facilitate their own professional learning days in-house. In order for PL facilitated by program administrators to count towards Child Care Services Certification renewal, certain criteria must be met.

- For an Administrator to also serve as a facilitator in-house, they must hold minimum Level 2 Certification and have completed AECENL's [Workshop Facilitation Skills Course online](#).
- A person non-affiliated with the centre must be present at some point during the PL day to sign the PL certificates.
- Administrators serving as facilitators may use pre-made or DVD workshops from AECENL's PL Lending Library as part of their in-house professional learning.



Image description:  
A woman participating in a workshop.

The following resources for facilitators are designed by and used with permission from Susan MacDonald of Inspiring New Perspectives.

The resources are part of a four-part course [Designing and Facilitating Innovative Professional Learning Experiences](#), based on Susan's book: **Supercharge Professional Development for Early Childhood Educators: 101 Ideas for Designing and Facilitating Engaging Learning Experiences**. You can find information about the book on the [Redleaf Press website](#).

To learn more about Susan and the courses that she offers visit her website: [Inspiring New Perspectives](#).

# A Checklist For Supporting Adult Learners

Adults have vastly different learning styles. It is important to recognize the distinct needs of adult learners as you design and deliver your professional learning experiences.

The following actions will guide you in creating opportunities for all participants to expand their knowledge and will increase positive outcomes.

- ☐ **Discover what your audience is interested in learning about.** Conduct pre-training surveys, have individual conversations or hold focus groups to learn about their specific interests, needs, and goals and to start getting their buy-in to the training.
- ☐ **Clearly state the WHY of the session.** Adult learners will be more motivated to engage in the session when they understand the relevance of the training to their work. Share specific objectives at the beginning of each session.
- ☐ **Create a sense of safety and belonging.** Start with a warm welcome, allow time for adults to introduce themselves, clearly communicate expectations, and review expectations.
- ☐ **Be intentional** in designing your presentation in ways that reflect and respect the participants' diverse backgrounds and experiences.
- ☐ **Build engagement.** Provide opportunities through various workshop activities for participants to connect the information you are sharing to real-life problems and challenges they are facing.
- ☐ **Acknowledge and validate the expertise of the participants.** Create opportunities for participants to share their expertise and prior experiences. Stress that you value their knowledge and want everyone to learn from and with each other! Provide options for involvement. Recognize that adult learners like to have some control over how they are learning. Provide options for participants to engage in ways that are comfortable and meaningful to them. Allow participants to opt out of activities that they are not comfortable with.
- ☐ **Conduct evaluations** to gather feedback on what worked well, what participants learned, what changes can be made to improve the session and any issues needing follow-up.
- ☐ **Incorporate a variety of activities** into each session helps to engage participants in ways that will increase their ability to learn and apply the information you are sharing. Howard Gardner's Multiple Intelligence provides a framework to help you design professional development that respects and motivates adult learners (see next page).

# An Overview of Multiple Intelligences

Susan MacDonald, Designing & Facilitating Innovative Professional Learning Experiences  
[www.inspiringnewperspectives.com](http://www.inspiringnewperspectives.com)

Learner Type:	Create Opportunities To:
<b>Verbal/Linguistic</b> "The World Player"	Share Stories, Partner or Small Group Activities
<b>Logical/Mathematical</b> "The Questioner"	Create Charts, Gathering Data, Problem Solving, Critical Thinking Scenarios
<b>Spatial</b> "The Visualizer"	Draw, Build, Design, and Create. Watch Video Clips, Play Games, Use Visually Appealing Graphics
<b>Musical</b> "The Music Lover"	Reflect on Songs, Use Music for Opening Presentations and Transitions
<b>Bodily/Kinesthetic</b> "The Mover"	Move Throughout the Session, Listening Walks, Short Energizers, Mix and Mingle Activities
<b>Interpersonal</b> "The Socializer"	Incorporate Group Work, Sharing of Ideas, Opportunities for Communicating and Listening to Others, Create Professional Learning Communities
<b>Intrapersonal</b> "The Individual"	Individual Reflection Exercises, Individual Projects and Activities
<b>Naturalist</b> "The Nature Lover"	Use Natural Materials to Represent an Idea or Vision, Spend Time Outdoors, Utilize Classification, Observation, and Organizational Activities

## A resource to learn more about Multiple Intelligences Theory:

An Overview of Multiple Intelligences Theory. Marenus, M. (2020, June 09). Gardner's theory of multiple intelligences. Simply Psychology. [www.simplypsychology.org/multiple-intelligences.html](http://www.simplypsychology.org/multiple-intelligences.html)