



The LEARNERS principles of intergenerational engagement.

The LEARNERS principles reflect our commitment to best practice and high quality standards in intergenerational engagement. They describe our attitudes and intentions, providing a moral compass that points us in the direction of meaningful, inclusive and sustainable intergenerational living.

These guiding principles sit alongside our TEACHERS model, with the two elements combining to explain our philosophy and our implementation. LEARNERS expresses the underpinning values and goals of our approach. TEACHERS articulates the practicalities of how those aims are realized.

BETTER TOGETHER

We respect the reciprocal nature of intergenerational engagement. This is why we emphasise that the participants in our program, at every age and every stage of their life, are both TEACHERS and LEARNERS.

L Lifelong

We hold a perspective of each individual as being on a lifelong journey, with an understanding that we are all at unique points on this shared pathway of human endeavor. We value the individual biography of each participant, and we embrace learning as a continuous and reciprocal process.

E Everyone

We are committed to extending inclusion and respect to everyone, not only those within our program but also on a global scale. We appreciate and celebrate diversity, and we aim to use our experiences to overcome negative biases and undermine stereotypes.

A Authentic

We believe that the most genuine and meaningful bonds are developed when we emulate the routines and rhythms of naturally occurring social and cultural structures, such as families, households, and villages. Recreating these authentic dynamics helps us to avoid tokenism.

R Respectful

Respect is at the centre of all that we do. Building and showing respect for one another is one of the highest goals of our programs, and role modelling reciprocal respect is one of the core values of the coordinators, professionals, volunteers and participants involved in our program.

N Networks

We build connections with the broader community, not only participating in community life but *developing* and strengthening it. We also link with other passionate professionals etc, This includes cross-disciplinary collaboration to ensure our programs have a holistic approach, and connecting with peers in the intergenerational community.

E Embedded

Our 'program' happens in many places, at many times, and is deeply embedded throughout our infrastructure, including in our physical environment and our management. Our emphasis is on building lasting relationships and meaningful connections, so the specifics of each activity are less important than the overall attitude to creating an integrated intergenerational setting.

R Reflective

We feel that reflection and evaluation are integral to best practice in intergenerational settings. We seek feedback from participants, engage in analytical observation, and we collect data and illustrative evidence to prove and share our outcomes. These strategies offer formative assessment to guide our next steps and to prompt continuous improvement.

S Self-directed

Self-direction is fundamental to our approach, both in terms of individual autonomy and collective governance. At the individual level, we empower each participant with choices and opportunities to determine their own involvement. At the group level, we ensure that voices from across the age spectrum are involved in determining our direction.