



Australian Government

**Department of Health
and Aged Care**

Information about the co education toolkit



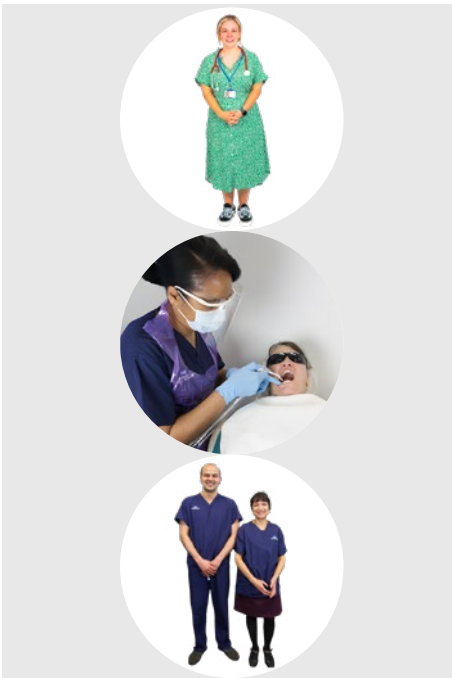
Easy Read

www.health.gov.au

About this information



We want to help **health professional students** to learn about intellectual disability.



Health professional students study to become health workers like

- Doctors
- Dentists
- Nurses.



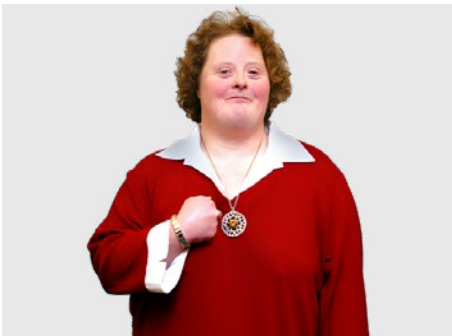
People with intellectual disability can work with the teachers to teach the students.



This is called **co education**.



They might tell students about their **lived experience**.



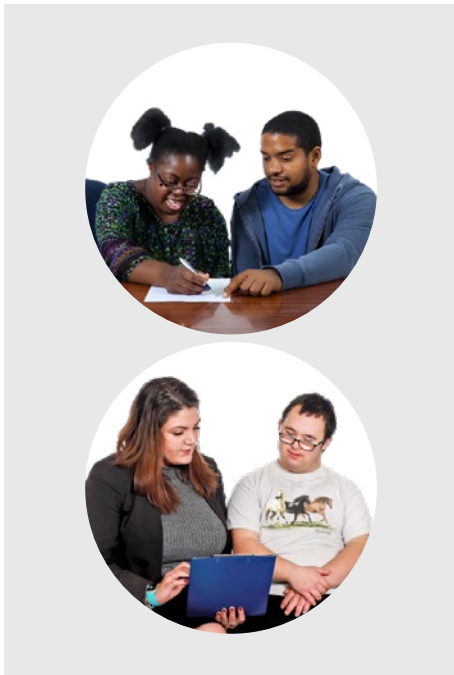
Lived experience means you know what something is like because it happened to you.



A carer or family member could also tell students about their lived experience.



These people who teach the students are called **lived experience educators**.

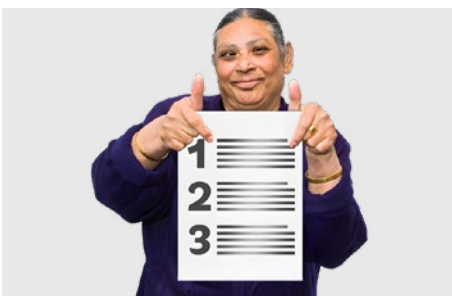


We want to give teachers ideas for

- How they can connect with people with lived experience
- How they can **co design** education with lived experience educators.



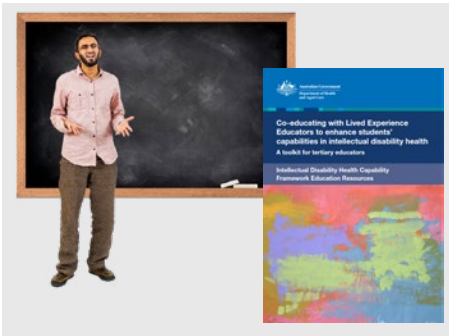
Co design is when people with lived experience help plan and lead education.



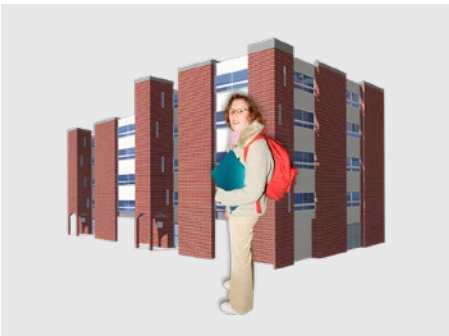
This information tells you the most important things that are in a **toolkit** we made.



A **toolkit** has information about how to do something.



The toolkit we made is for teachers at **universities**.



Universities are places where people can study when they finish school.



The toolkit will help teachers know how to best teach with lived experience educators.

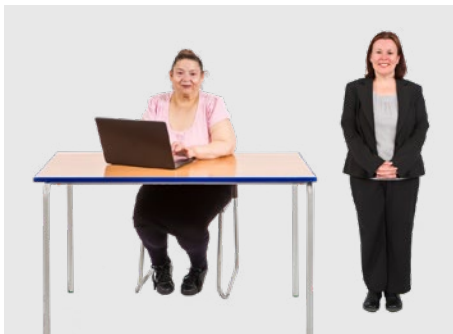


The toolkit was made by

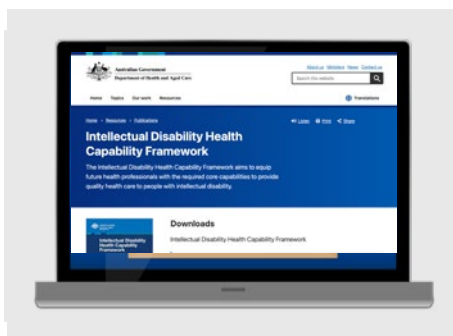
- The University of NSW Sydney
- The Department of Health and Aged Care.



The toolkit is not in Easy Read.



You can read it with a support person if you like.



To read the toolkit go to
www.bit.ly/idhcf-doc

How we made the toolkit



To make the toolkit we met with

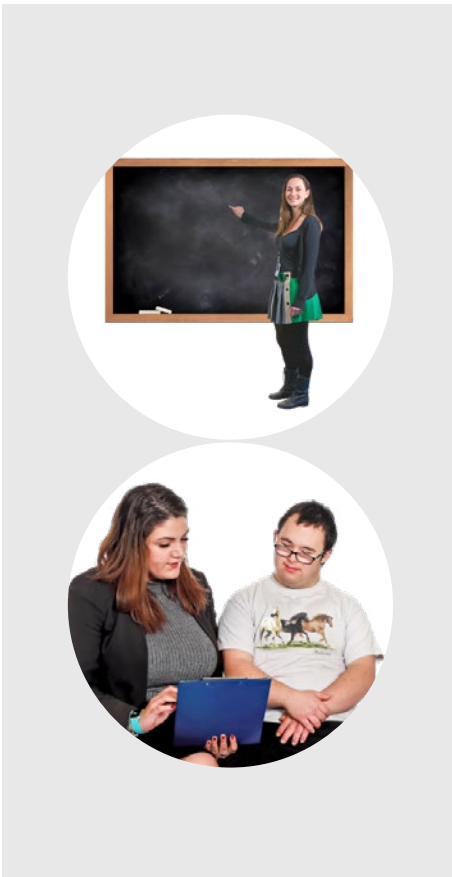
- People with intellectual disability
- Carers
- Family members
- Paid support workers of people with intellectual disability.



We spoke about their teaching experiences and ideas for co education.



We used their ideas to help make the toolkit.



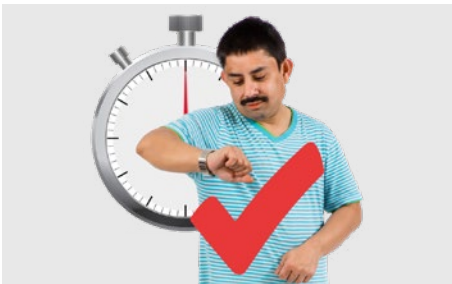
We also asked

- Teachers at universities about what information they need
- People who work with disability groups about how they can help teachers.

What is in the toolkit

- 1
- 2
- 3
- 4
- 5

The toolkit starts with the top 5 tips for teachers.



Tip 1. Start to plan early.



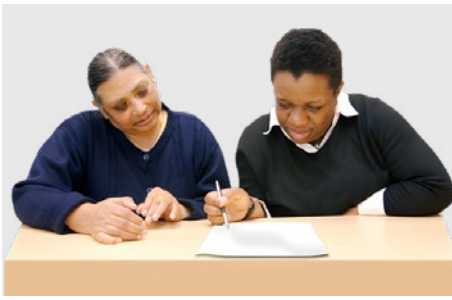
This also means to give the lived experience educator time to get to know the other teachers.



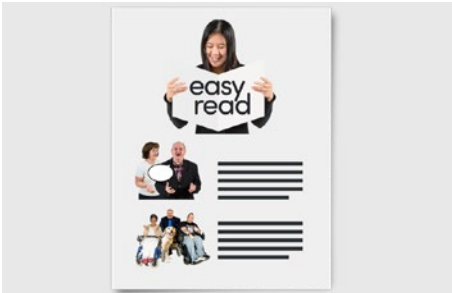
Tip 2. Get help from advocacy and disability groups.



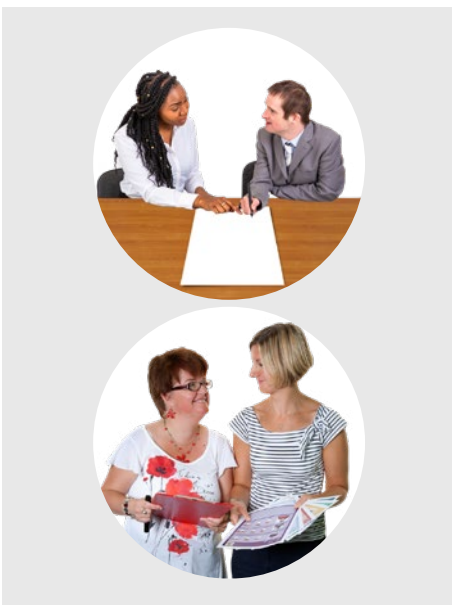
Advocacy and disability groups can help find a person with lived experience to teach students.



Tip 3. Use co design to plan what to teach students.



Tip 4. Ask the lived experience educators.



It is important to ask the lived experience educators

- How they best understand information
- If they need support to teach.



Tip 5. Pay your lived experience educators.



Check with the lived experience educators how they would like to get paid.

What is good about co education



In the toolkit we share good things about co education.



Co education helps students understand what people with intellectual disability can do.



It can help people with intellectual disability speak up about their rights and what they need.



Co education is also a way for people with lived experience to

- Do paid work
- Share what they know.

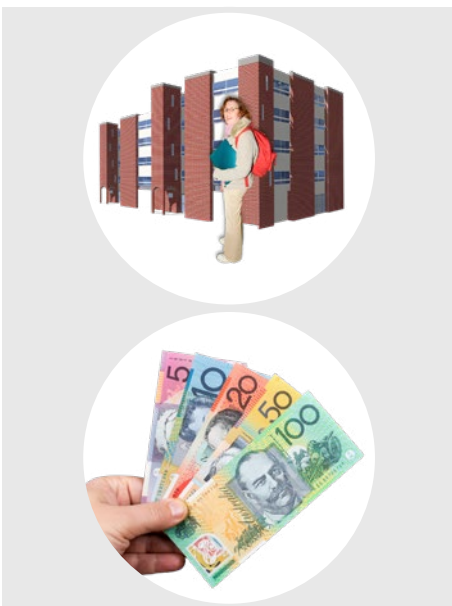
Plan to teach



The toolkit tells teachers how to teach together with lived experience educators.



It shows what teachers should do when they plan to teach with lived experience educators.



This could be plan for things like

- How their university can support lived experience educators
- How lived experience educators will be paid.



It is important for lived experience educators to get paid the same as other presenters.



We tell teachers where they can find people with lived experience to teach with.



The toolkit also tells teachers what to do when they first ask a person if they would like to teach.



They should speak to the person with intellectual disability first and not with their supporters.



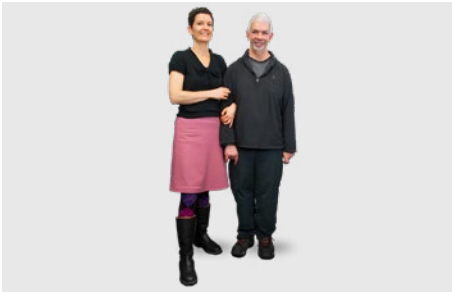
If the person says yes to teaching teachers should ask if they need **adjustments**.



Adjustments are changes that will support the person to teach like communication aids.



Teachers should check if the person would like someone to support them.



Teachers must make sure the person and their supporters have all the information they need.



Teachers and the person could also get tips from other lived experience educators.

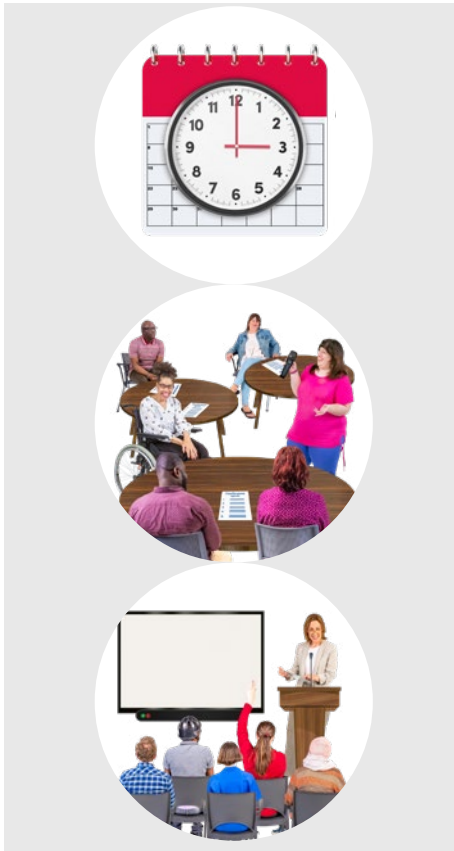


If the person does not want to teach then teachers can ask if they want to share their story instead.



The story can also help students understand intellectual disability better.

Ideas for teaching



The toolkit has ideas on how teachers can work with lived experience educators to choose

- When and where they will teach
- How they will teach
- What they will teach.



The lived experience educator might only want to teach a few times a year.



Others might want to teach more often.



They can work out together how they will teach the students.



This might be like give a speech to a small or big group of people.



The lived experience educator could also be a **mentor** for students.



A **mentor** is someone who gives you ideas and helps you learn.



They can also do **role plays** with students.



Role play is when people pretend something to help students practice skills.



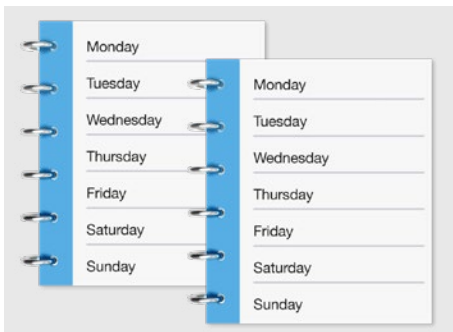
They can work with the person to choose what they will teach like

- Tell their own story
- Give general information about intellectual disability.

Prepare to teach together



The toolkit helps teachers support lived experience educators get ready for teaching.



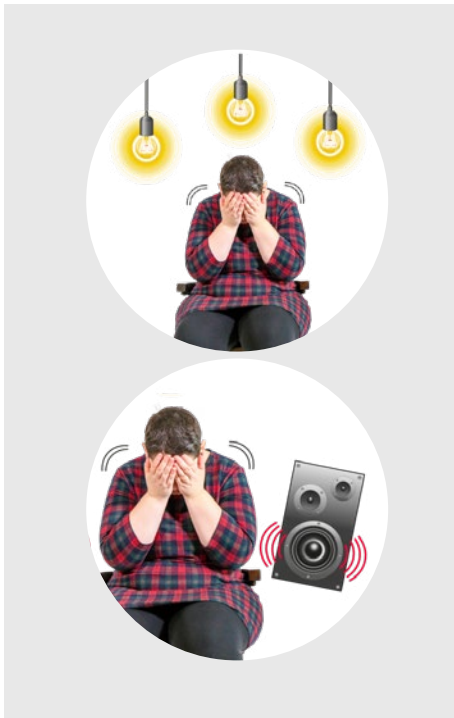
There are things they should do in the weeks before they teach.



They should make sure the space they will teach in is **accessible** and feels ok to the person.



Accessible means that a space is set up so everyone can use it.



They might have to make changes to things like

- The light in the room
- Sound.



They should talk about how they want to teach like do they want to sit or stand.



They should work with the person to plan what they will say or do.



There should also be time to practice before.



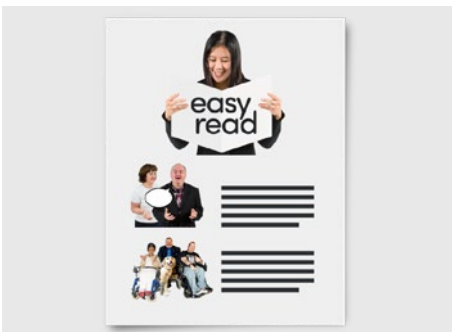
They should tell the person things like how many students will be there when they teach.



They should ask if the person is ok to answer questions from students after the session.



They should give information and support on how to get to the teaching space.



All information should be in a way that is easy for the person to understand.

After the teaching session ask the person



- How they liked it



- What could be better next time.



It is also a good idea to ask the students how they liked to learn from a lived experience educator.

How people with lived experience can use the toolkit



You can tell lots of people you know about the toolkit.



You can tell others why health professional students should learn about intellectual disability.



This might be people from Government.

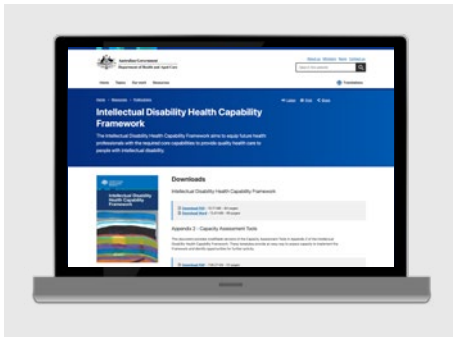


You can also tell them about the **Intellectual Disability Health Capability Framework**.

We call this the **Framework** for short.



The **Framework** says what health students should learn about intellectual disability.



There is Easy Read information about the Framework here

www.bit.ly/idhcf-doc



For more information you can email us at

intellectual.disability@health.gov.au

Who helped make this Easy Read



- Tahli Hind
- Michaela Kobor
- Claire Eagleson
- Seeta Durvasula
- Marianne Gibney-Quinteros
- Janelle Weise
- Jenna Zhao.



These people work at UNSW Sydney.



- Zoe Hannah-Whitehouse
- Kat Davies
- Tegan Rosenberg.



These people work at the Department of Health and Aged Care.



The pictures in this information are from a website called Photosymbols.



Council for Intellectual Disability reviewed and designed this Easy Read.