



Rationale and key outputs

Stemming from five years of creative research led by Soyinka (2015-20), this body of work addressed the lack of inclusive models for writer-facilitators. The research resulted in the development of *Dare to Write?* and the *Writer's Cycle*, two pedagogical models for inclusive writer education.

Research Questions:

1. What are the best pedagogical approaches to help creative writing educators to increase inclusivity and engagement within schools? Can we create evidence-based resources that encapsulate best practice and support an inclusive culture for writing education?
2. Are these pedagogies transferable to lifelong community learning settings?
3. Can we adapt these pedagogies to online spaces? How can our pedagogies be used and adapted to support the most isolated or marginalized?

Methodologies

The research used a broad action research methodology. A series of interactive community workshops introduced facilitators to explore and develop initial models for writer development. Soyinka invited participants to experiment with these, subsequently embedding findings into collaborative works. Soyinka then shared findings with teachers/facilitators to co-develop new pedagogical approaches, highlighting the importance of writer-facilitators 'accompanying writers' on their journey.

Demographics

The research focused on underrepresented and isolated writers, and engaged over 3000 participants.

Research Findings

In phase one, Soyinka identified key themes to increase inclusivity and distilled these into the *Dare to Write?* model. Findings highlighted the importance of material practices for inclusive writer development. In phase two, Soyinka created The *Writer's Cycle* pedagogy making intuitive writing 'modes' more explicit and accessible for adaptation across contexts. Challenging formal education's emphasis on individuals, she found that pedagogical approaches that emphasise connection and community result in more inclusive writing environments. In phase three, responding to the pandemic, Soyinka adapted her pedagogy to virtual environments to facilitate greater inclusivity, demonstrating the potential for transforming creative writing pedagogies within online digital contexts.

Dissemination

Dissemination was ongoing throughout. The *Writers Cycle* is available via NAWÉ's website and reached a wider audience through a programme of dissemination in schools, festivals and through the distribution of digital resources/films online. These vehicles for dissemination were used to share findings and to demonstrate how writing-pedagogies can be adapted to specific community needs to increase participation in arts education, even when people are isolated.