JAA SP
Jamaica All Age Schools Project
changing the future
Facilitator Training
for
SCHOOL BASED RESOURCE TEACHERS
Facilitator Training for School Based Resource Persons

Mary Campbell, Patt Flett and Sarah Thomas

2004


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The views expressed are not necessarily those of DFID
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Introduction: School Based INSET

School Based INSET has been discussed as a way in which support for teachers’ professional development can be provided by the teachers and Principals themselves. This would also enable teachers' needs to be identified and met within the school or with support from the cluster. The aim is for teachers and principals to take more responsibility for their continuing professional development and foster a culture of learning in the school.

Although teachers attend a wide range of formal INSET training courses, this does not always lead to changes in their classroom practice. Teachers are able to explain what they should be doing, but are often unable to put ideas into practice, or are unaware that they are not doing so.

There are a number of reasons why this may be so. We can describe teachers’ beliefs about effective teaching as implicit and explicit. Explicit beliefs are what teachers say they believe is good teaching, while implicit beliefs are shown through what teachers do. Often it is easy to change what teachers say, it is far more difficult to change what they do. While terms such as activity based, integrated approach, cooperative learning, collaborative group work and critical thinking may become a part of their active vocabulary when describing what they do, observation often shows that these things are absent from their daily practice.

In order for changes in practice to take place, there is a need for change to take place in the belief systems of teachers: they need to believe there are more effective ways of doing what they do if they are to change what they do. This is often hard to do as it means they have to accept that what they have been doing in the past may not have been the most effective way.

School Based Resource Teachers are to be trained in Facilitation Skills to support the implementation of a facilitative approach to School Based INSET activities, and to enable the development of a culture of learning throughout the school.

More information on the structure of the system to be piloted can be found in HO In1.1.
The materials

This manual contains materials for a four day workshop in Facilitation Skills for School Based Resource Teachers. The materials in this manual consist of:

♦ Session plans for the workshop facilitator
♦ Task materials for use in the workshop
♦ Handouts for the participants

All the materials have a coded heading so that they can be easily identified.

<table>
<thead>
<tr>
<th>Order in workshop</th>
<th>Code letter for topic</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>In</td>
<td>Background to INSET</td>
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<td>02</td>
<td>BC</td>
<td>Bringing about Change</td>
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<td>03</td>
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<td>Understanding Facilitation</td>
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<td>04</td>
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<td>Role of a Facilitator</td>
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<td>05</td>
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<td>09</td>
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<td>Personal Responses to Change</td>
</tr>
<tr>
<td>10</td>
<td>WF</td>
<td>The Way Forward</td>
</tr>
</tbody>
</table>

Session plans are individually coded to enable facilitators to recognise immediately which part of the plan particular materials come from, e.g. the ‘Background to INSET’ section has three session plans,

01 In – Background to INSET

01 In1 What is School Based INSET?
01 In2 What range of activities can support INSET in our school?
01 In3 What is the role of the SBRT, Principals and teachers in supporting professional development??

Handouts for participants are coded with ‘HO’, e.g. HO 01 In1.1 is the first handout from session 01 In1.

Task Materials are coded with the letters ‘Mt’, e.g. Mt 02 BC1.1 is task materials for session 02 BC1 – the first session of the ‘Bringing about Change’ section.

It is hoped that coding the materials in this way will help facilitators keep track of what goes with what, not always an easy task when there are so many different pieces of paper!
## Areas of the Course & Focus Questions

<table>
<thead>
<tr>
<th>Areas</th>
<th>Focus Questions</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>01 I Background To INSET</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HO In1.1</td>
<td>What is School Based INSET?</td>
<td></td>
</tr>
<tr>
<td>Mt In1.2</td>
<td>National System of INSET to be introduced</td>
<td>45 min</td>
</tr>
<tr>
<td></td>
<td>The Learning School</td>
<td></td>
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<tr>
<td>HO In1.1</td>
<td>What range of activities can support INSET in our school?</td>
<td></td>
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<tr>
<td></td>
<td>♦ Workshops</td>
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<td></td>
<td>♦ Peer observation of lessons</td>
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<td>♦ Planning sessions</td>
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<td></td>
<td>♦ Goal setting</td>
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<td></td>
<td>♦ Demonstration lessons</td>
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<td></td>
<td>♦ Keeping portfolios</td>
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<td></td>
<td>♦ Action research</td>
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<tr>
<td></td>
<td>♦ Mentoring / Peer Coaching</td>
<td></td>
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<tr>
<td></td>
<td>♦ Exchange visits</td>
<td></td>
</tr>
<tr>
<td>HO In1.1</td>
<td>What is the role of the School Based Resource Teachers, Principals and Teachers</td>
<td></td>
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<tr>
<td></td>
<td>in supporting professional development?</td>
<td></td>
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<tr>
<td></td>
<td>♦ System to implement activities</td>
<td></td>
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<tr>
<td></td>
<td>♦ Programme of activities</td>
<td></td>
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<tr>
<td></td>
<td>♦ Coordination of activities</td>
<td></td>
</tr>
<tr>
<td><strong>02 BC Bringing About Change</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mt BC1.1</td>
<td>How do we react to change?</td>
<td>15 min</td>
</tr>
<tr>
<td>HO BC2.1</td>
<td>How do feelings about change develop over time?</td>
<td>20 min</td>
</tr>
<tr>
<td>HO BC3.1</td>
<td>What factors help or restrain change?</td>
<td>30 min</td>
</tr>
<tr>
<td>Mt BC3.2</td>
<td>♦ Keeping a learning log</td>
<td></td>
</tr>
<tr>
<td>HO BC3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>03 UF Understanding Facilitation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HO UF1.1</td>
<td>What is facilitation?</td>
<td>40 min</td>
</tr>
<tr>
<td>HO UF2.1</td>
<td>What is the role of a directive or facilitative approach in training?</td>
<td>25 min</td>
</tr>
<tr>
<td>Mt UF2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HO UF3.1</td>
<td>What are the SBRTs personal responses to a range of training styles?</td>
<td>20 min</td>
</tr>
</tbody>
</table>

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Jamaica All Age Schools Project: Facilitator Training for School Based Resource Teachers
Areas of the Course & Focus Questions

<table>
<thead>
<tr>
<th>Time</th>
<th>Area</th>
<th>Focus Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>04 RF Role of a facilitator</strong></td>
<td>RF1</td>
<td>What is the purpose of our SB-INSET activities? What is the role of the SBRT in these activities?</td>
</tr>
<tr>
<td>30 min</td>
<td>RF2</td>
<td>What are the SBRTs personal objectives for this course, in order to fulfil their role?</td>
</tr>
<tr>
<td>30 min</td>
<td>RF3</td>
<td>What indicators or evidence will show that they have achieved their objectives?</td>
</tr>
<tr>
<td><strong>05 BSG Building Successful Groups &amp; Teams</strong></td>
<td>BSG1</td>
<td>What are the advantages and challenges of working in groups?</td>
</tr>
<tr>
<td>30 min</td>
<td>BSG2</td>
<td>What role do individual personalities play in group and team work?</td>
</tr>
<tr>
<td>40 min</td>
<td>BSG3</td>
<td>How can we work together as a group?</td>
</tr>
<tr>
<td>40 min</td>
<td>BSG4</td>
<td>What effect do the different personalities in a group have on how they will operate as a team?</td>
</tr>
<tr>
<td>25 min</td>
<td>BSG5</td>
<td>How can we deal with a range of situations that may arise in a team?</td>
</tr>
<tr>
<td><strong>06 MTF Methods, Tasks and Feedback</strong></td>
<td>MTF1</td>
<td>What is the role of content in facilitative and directive approaches to training?</td>
</tr>
<tr>
<td>30 min</td>
<td>MTF2</td>
<td>To what extent should a SBRT remain neutral to content?</td>
</tr>
<tr>
<td>20 min</td>
<td>MTF3</td>
<td>What tasks can we use to ensure a facilitative approach to content?</td>
</tr>
<tr>
<td>45 min</td>
<td>MTF4</td>
<td>How can feedback to tasks be organised to ensure ideas are shared?</td>
</tr>
<tr>
<td>45 min</td>
<td>MTF5</td>
<td>What are the task types and types of feedback used in a range of activities?</td>
</tr>
<tr>
<td>Areas of the Course &amp; Focus Questions</td>
<td>Time</td>
<td></td>
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<tr>
<td>--------------------------------------</td>
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<tr>
<td><strong>07 FS Facilitation skills</strong></td>
<td></td>
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</tr>
<tr>
<td>Mt FS1.1 FS1 What is ‘active listening’?</td>
<td>30 min</td>
<td></td>
</tr>
<tr>
<td>Mt FS1.2 FS1.2 Why is it important to be a good listener?</td>
<td></td>
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</tr>
<tr>
<td>HO FS2.1 FS2 How do we convey non verbal messages?</td>
<td>20 min</td>
<td></td>
</tr>
<tr>
<td>HO FS2.2 FS2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mt FS3.1 FS3 What are the barriers to effective listening?</td>
<td>25 min</td>
<td></td>
</tr>
<tr>
<td>Mt FS 4.1 FS4 What is a good question?</td>
<td>30 min</td>
<td></td>
</tr>
<tr>
<td>HO FS5.1 FS5 How effective are your personal questioning strategies?</td>
<td>20 min</td>
<td></td>
</tr>
<tr>
<td>FS6 How can information be recorded effectively?</td>
<td>20 min</td>
<td></td>
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<tr>
<td>FS7 Why is it important to summarise the output of a session?</td>
<td>15 min</td>
<td></td>
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<tr>
<td><strong>08 P Practice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HO P1.1 P1 How can we plan for facilitative training activities?</td>
<td>40 min</td>
<td></td>
</tr>
<tr>
<td>P2 How can we use these areas to plan facilitative sessions?</td>
<td>90 min</td>
<td></td>
</tr>
<tr>
<td>HO P3.1 P3 How facilitative are our session plans?</td>
<td>60 min</td>
<td></td>
</tr>
<tr>
<td><strong>09 PRC Personal Responses to Change</strong></td>
<td></td>
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<tr>
<td>PRC1 How have participants managed their ‘change journey’ through the duration of the course?</td>
<td>30 min</td>
<td></td>
</tr>
<tr>
<td>PRC2 How can we manage reactions to change?</td>
<td>20 min</td>
<td></td>
</tr>
<tr>
<td><strong>10 WF The Way Forward</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WF1 How will SBRTs begin the process in their schools?</td>
<td>30 min</td>
<td></td>
</tr>
<tr>
<td>HO WF2.1 WF2 How will the training of other SBRTs be organised in your region?</td>
<td>30 min</td>
<td></td>
</tr>
</tbody>
</table>
01

Background to INSET
01 In1
What is School Based INSET

Objective
Raise participants’ awareness of the system of INSET to be introduced nationally, and the reason for School Based In-service Education for Teachers.

Time
45 minutes

Materials
HO 01 In1.1 - outline of system of RTs; Mt 01 In1.2 - Learning Organisation

Task & Organisation
Input for task: explanation of system of RTs to be introduced and piloted in JAASP schools (HO 01 In1.1); Mt 01 In1.2 – descriptions of a Learning School; own ideas for activities

1.1 (10 minutes – plenary) Explain the system of RTs that will be introduced (see HO 01 In1.1), and that they are the first group to be trained. They are to act as SBRTs, but will also pilot the materials developed for the training with groups of SBRTs in their cluster.

1.2 (10 minutes – groups) Groups should be of equal size. Give each group a different section of the ‘The Learning School’ and ask them to think about what it means for their school in terms of the professional development of teachers and their role as an SBRT. Each person will be asked to share their ideas with others.

Output
Ideas on what makes a ‘Learning School’ and it’s consequences for the role of SBRTs and the professional development of teachers..

Feedback
(10 minutes – mixed groups) Number the participants in each group, e.g. 1, 2, 3, 4 … and then ask all the 1s to make a group, all the 2s and so on, so that you have new groups where everyone comes from a different group. Ask them to share what they think a ‘Learning School’ is like in terms of the teachers’ behaviour and attitude to classroom teaching, professional development, and INSET activities.

(10 minutes – plenary) Ask the participants to describe what they feel would be the main characteristics of their own school as a Learning School.
Proposal for System of INSET for Primary and All Age Schools

It is proposed that there will be three levels of resource teachers:
- National Resource Teachers (NRTs)
- Cluster Resource Teachers (CRTs)
- School Based Resource Teachers (SBRTs)

Each level will have a particular role to play in the provision of In-service Education for Teachers (INSET).

1 Role of Resource Teachers

School Based Resource Teachers
- conduct training for teachers in own school as identified by teachers in their schools
- organise a system of in-school professional development activities with the support of the Principal
- supervise in-school professional development activities with the support of the Principal,

Cluster Resource Teachers
- includes role of SBRT
- conduct training in collaboration with Regional Education Officers, Principals, PDU and CCU, at cluster level as requested -
  - curriculum areas for teachers and SBRTs based on needs analysis carried out by themselves and above groups
  - SBRTs in facilitation skills.

National Resource Teachers
- includes role of SBRT
- conduct training in collaboration with PDU, CCU & Regional Education Offices at national, regional and cluster level as requested -
  - curriculum areas for teachers and all RT
  - CRTs and SBRTs in facilitation skills.
- needs analysis of CRTs and SBRTs in order to give feedback to CCU, PDU and REOs, and to provide appropriate regional support
- needs analysis of teachers in order to give feedback to CCU, PDU and REOs, and to provide appropriate regional support
2 Number of Resource Teachers for Grades 1 to 9

It is proposed that there should be:

<table>
<thead>
<tr>
<th>Subject</th>
<th>NRTs per region</th>
<th>CRTs per cluster of 6 to 8 schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Maths</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Integrated Curriculum</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Drama</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Introductory Technology</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Religious Education</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Assessment</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SBRTs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas in Grades 1 – 9</td>
</tr>
<tr>
<td>Areas in Grade 1 – 3 only</td>
</tr>
<tr>
<td>Areas in Grade 4 – 9 only</td>
</tr>
</tbody>
</table>

In small schools where there are fewer than 4 teaching staff there would be one SBRT for all curriculum areas and all grades. This SBRT would not be regarded as a ‘curriculum specialist’ in more than one curriculum area. Their role would be to facilitate INSET activities with the support of the Principal. Curriculum workshops would be attended by other appropriate teachers and the role of the RT would be to organise activities to ensure that any curriculum ideas are shared in a meaningful way.

In most larger schools it is likely that there will be a small group of SBRTs who will work together to co-ordinate and facilitate INSET activities, and who will make use of the specialist knowledge of staff members who are not SBRTs. In very large schools it may be possible to identify a SBRT for each curriculum area, however, in that case there would still be one SBRT with overall responsibility for the coordination and facilitation of INSET activities.
3 Role of MOEYC Offices

Role of Regional Education Offices
- develop regional system to utilise Resource Teachers efficiently and appropriately
- provide feedback to PDU and CCU on performance of RTs
- identify National Resource Teachers; Cluster Resource Teachers and School Based Resource Teachers in collaboration with PDU & CCU

Role of Core Curriculum Unit
- identify National Resource Teachers; Cluster Resource Teachers and School Based Resource Teachers in collaboration with Regional Education Offices, Principals, PDU and SAU
- inform PDU of NRTs, CRTs and SBRTs identified, for inclusion on the database
- determine curriculum training needs of all Resource Teachers with input from PDU, Regional Education Offices, Principals, Teachers, Resource Teachers and national examination performance
- conduct training of National Resource Teachers in curriculum areas
- support and monitor NRTs in the training of CRTs and SBRTs in curriculum areas
- monitor and evaluate performance of all Resource Teachers in curriculum areas
- work with SAU to incorporate training of assessment techniques in curriculum areas

Role of Professional Development Unit
- develop and maintain database of all Resource Teachers, training provided and performance
- monitor database of all Resource Teachers, training provided and performance
- distribute database information to all Central and Regional Education Offices
- determine facilitation training needs of all Resource Teachers with input from CCU, Regional Education Offices, Principals, Teachers and Resource Teachers
- conduct training of National Resource Teachers in facilitation skills
- support and monitor NRTs in the training of CRTs and SBRTs in facilitation skills
- monitor and evaluate performance of all Resource Teachers in facilitation skills
Role of Tertiary Unit

- to act as a liaison between the teachers’ colleges and JAASP in relation to the INSET programme.
- to monitor/facilitate identification of resource teachers
- to make use of RTs as mentors when placing students
- to make use of RTs to provide demonstrations and other support for students
- to provide training/course in facilitation skills for RTs
- to establish links between the training of resource teachers in the training colleges and the teacher reform process and revision of the teachers’ college curriculum, both aspects of the Primary Education Support Programme (PESP).

4 Initial Training and Introduction of Pilot

Initial national training will be conducted by a team from PDU, CCU and JAASP. Persons to be trained as trainers of SBRTs at regional level will include the following from each region:

- Literacy Coordinator from JAASP Literacy Pilot school
- Maths Coordinator identified by CCU/PDU/NHP/EO (in or close to JAASP cluster)
- Literacy RT identified by CCU/PDU/NHP/EO (in or close to JAASP cluster)
- SA RT identified by NAP/NHP/EO (in or close to JAASP cluster)
- Education Officer from JAASP schools

Regional training of SBRTs will take place locally and will include the following from each region:

- 7 Literacy Coordinators from JAASP schools in the region
- 3 Maths Coordinators identified by EOs/ CCU/PDU/NHP
- 3 Literacy RTs identified by EOs/CCU/PDU/NHP
- 3 SA RT identified by NAP unit/ EOs
- EOs from schools from which RTs are selected
- Principals from each school will be invited for a half day session to introduce them to the proposed INSET system and activities.
1 The Learning School
‘A learning company is an organization that facilitates the learning of all its members and continually transforms itself.

M. Pedler, J. Burgoyne and Tom Boydell, 1991

2 The Learning School
‘Organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to learn together’

Peter Senge, 1990

3 The Learning School
Key points to note about definitions of learning organizations, they:
♦ Are adaptive to their external environment
♦ Continually enhance their capability to change/adapt
♦ Develop collective as well as individual learning
♦ Use the results of learning to achieve better results

4 The Learning School
Characteristics of a Learning School include:
1 An organisational climate that nurtures learning. (*Learning Culture*)
2 Uses processes that encourage interaction across boundaries (*Processes*)
3 Uses methods that aid individual and group learning, such as creativity and problem solving techniques. (*Tools and Techniques*)
4 People are inclined to learn and adopt new ideas. (*Skills and Motivation*)

Source: www.skyrme.com/insights/3lmorg.htm
The Learning School

Facilitation Skills for School Based Resource Teachers
Jamaica All Age Schools Project

The Learning School

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- continually enhance their capability to change/adapt
- develop collective as well as individual learning
- use the results of learning to achieve better results

The Learning School

‘Organisations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to learn together’

The Learning School

Characteristics of a learning School include:
1. An organisational climate that nurtures learning. (Learning Culture)
2. Uses processes that encourage interaction across boundaries. (Processes)
3. Use methods that aid individual and group learning, such as creativity and problem solving techniques. (Tools and Techniques)
4. People are inclined to learn and adopt new ideas. (Skills and Motivation)
What activities can support teachers’ continuing professional development?

Objective
Raise participants’ awareness of the activity types that can support INSET in a ‘Learning School’.

Time
40 minutes

Materials
Task & Organisation

Input for task: own ideas
If we are to develop a culture of ongoing professional development in our schools we need to adopt a wide range of activities to support it.

2.1 (10 minutes – groups) Participants brainstorm the types of activities they could initiate/support in their schools as part of the continuing professional development of all teachers. They should list these on flipchart paper for display.

2.2 (10 minutes – groups) Ask ‘How successful will each activity be in helping teachers to improve their classroom teaching?’ Participants should rate each activity from 1 to 4 and write their rating beside each activity. They should discuss with one another why they believe so.

1 – very successful
2
3
4 – not successful

Output
List of activities that has been rated by the group.

Feedback
(10 minutes – walk around display) Ask the participants to post their display and to browse one another’s. What similarities / differences / new ideas can they find.

(10 minutes – plenary) Discuss with the participants:
Which activities were felt to be potentially most successful? Why?
Which activities were felt to be potentially least successful? Why?
Are there any strong differences in the groups’ feelings of how successful an activity will be? (e.g. where some groups gave an activity a score of 4 while others gave a 1) Where this is the case ask the views of the groups.
What is the role of SBRTs, Principals and teachers in supporting professional development?

Objective
Raise participants’ awareness of the role of the SBRT, Principal and teachers in supporting professional development through INSET.

Time
30 minutes

Materials
Task & Organisation
Input for task: own ideas

Schools need to develop a system within which INSET activities are systematically implemented. This requires SBRTs, Principals and teachers to have clearly defined roles in ensuring and supporting the process.

3.1 (10 minutes – groups) Participants brainstorm what they see as the roles and responsibilities of the SBRT and Principal in developing a system of INSET and implementing it, e.g. Who manages the process of deciding what activities will take place and when? (System) / Who is responsible for organising activities? (Programme) / Who is responsible for ensuring they take place? (Management)

Participants should record the roles and responsibilities under 3 headings:

<table>
<thead>
<tr>
<th>Principal</th>
<th>SBRT</th>
<th>Teachers</th>
</tr>
</thead>
</table>

Output
List of roles and responsibilities.

Feedback
(10 minutes – plenary) Display three sheets of newsprint, each with one heading: Principal, SBRT or Teachers. Invite three participants to record the ideas of the groups in the plenary, one per newsprint sheet.

Take one new idea from each group in turn, and record on the appropriate sheet. What pattern emerges? Is there general agreement on the roles and responsibilities of each group?

It is important that this activity is carried out with the Principal, SBRT and all other staff in each school.
02

Bringing About Change
02 BC1
How do we react to change?

Objective
To enable participants to reflect on changes they have experienced and their reactions to them

Time
15 minutes

Materials
Mt 02 BC1.1 – Advert

Task & Organisation
Input for task: Wonder Tool Web; Participants own reflections

1.1 (5 minutes - plenary) Set the scene for participants: Give them a copy of the ‘Wonder Tool’ advert (Mt 02 BC1.1) and tell them the following:

‘Imagine you are a carpenter and have a set of tools that you have used for many years with no problems. The wooden handles are smooth from years of use, but you have always kept the blades and heads clean and sharp. One day, one of your neighbours comes to see you, telling you that he has seen an advert in the newspaper that made him think of you,. “Why don’t you try this ‘Wonder Tool’?” he asks, as he shows you the advert.’

Ask them for their initial reactions on seeing the tool. On a flipchart draw a web with the words ‘Wonder Tool’ in the middle, (see example at end). Elicit participants’ reactions and write them around the web:

1.2 (5 minutes - plenary) When all the reactions have been given, erase the word ‘Wonder Tool’ in the centre and replace it with the word ‘Facilitation’. Discuss with the participants if their reactions would be the same? Are there any other reactions they would like to add?

Output
A web showing their reactions to change.

Feedback
(5 minutes - plenary) Discuss:
‘Why do we react to change in these ways?’
‘Where do these reactions come from?’

Explore with participants possible reasons for resisting/embracing change (focus particularly on their reactions to ‘facilitation’).

Note: While participants are working on the next activity, make a note of the reactions. These will be needed again at the end of the course in Session 09 PRC1
Wonder Tool web

I already have all the tools I need.

It looks interesting

Why is it so cheap?

I'd like to see it in action!

I'd like to see it in action!

(Based on an idea by Tony Wright 1993)
BANG-TWISTER™ WONDER TOOL

- Whacks
- Clouts
- Weans
- Bams
- Taps
- Raps
- Twists
- Turns
- Pulls
- Plies
- Pries
- Tightens
- Loosens
- Lifts
- Extracts

Yours for only £10 p&p

- It's a hammer
- It's a nail puller
- It's a staple extractor
- It's a wire cutter
- It's a wire shaping tool
- It's a large slip-jaw pliers
- It's a small slip-jaw pliers
- It's a pipe wrench
- ... and much, much more!

U.S. Patent
No. 4,614,001
02 BC2
How do feelings about change develop over time?

Objective
To enable participants to see that there are stages in coming to terms with change.

Time
20 minutes

Materials
HO 02 BC2.1 – Hopson Adams Change Curve

Task & Organisation
Input: output from 02 BC1; participants’ own reflections; Hopson Adams Change Curve

2.1 (5 minutes – in pairs) Ask one participant in each pair to chart the stages of a major change they have undergone (personal or professional) in the form of a graph as below.

The other participant should ask questions to draw out their partner’s emotions at the various stages of the change process, helping them to reflect on the process in as much detail as possible.

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Good</th>
<th>Not so good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time (days, weeks, months)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.2 (5 minutes – in pairs) Ask the participants to look at HO 02 BC2.1 - ‘Hopson Adams Change Curve’ and to identify any similarities and/or differences with their own graph.

Output
A graph showing their personal change curve.

Feedback
(10 minutes – cocktail party) Ask participants to walk around the room and share their own graph with other participants, discussing also any similarities / differences with the Hopson Adams curve and why that might be the case.
How do feelings about change develop over time?

Hopson and Adams use the term ‘transition’ to describe a period of change in a person’s life space which requires new behavioural responses. During transition states we move from one stage of development to another, from one role to another, from one set of circumstances to another, or from one physical settlement to another. Hopson and Adams postulate that almost any life transition will trigger the following predictable cycle of reactions and feelings:

Levels of self-esteem during a period of change

1. Immobilisation
2. Minimisation
3. Self doubt
4. Acceptance of reality
5. Testing
6. Searching for meaning
7. Internalisation

Stage 1 - Immobilisation Sense of being overwhelmed; of being unable to make plans, unable to reason, unable to understand. Negative expectations of the change will cause stronger feelings in this stage, whereas if expectations are positive the immobilisation is felt less intensely or not at all.

Stage 2 - Minimisations Try to minimise or trivialise change, sometimes even deny that the change actually exists.

Almost any period of change, whether positive or negative, results in some degree of stress, strain and increased vulnerability. However, transition states also offer a great potential for personal growth and development.
**Stage 3 - Self Doubt** Self doubt begins with the awareness that change is inevitable and the realities this involves. Sometimes manifests itself as depression.

**Stage 4 - Acceptance of Reality: Letting Go** Begin to accept the new reality, let go of the past saying, “here I am now; here is what I have, here is where I may want to go”. Feelings begin to rise once more and optimism becomes possible.

**Stage 5 - Testing** Try out new behaviours, new life styles, and new ways of coping with the change. It is not unusual for people to easily become angry and irritable at this stage.

**Stage 6 - Search for Meaning** Begin to search and try to understand the meaning of the change in their lives.

**Stage 7 - Internalisation** Internalise these meanings and incorporate them into their behaviour.
02 BC3
What factors help or restrain change?

Objective
To raise participants awareness of what factors will help to bring about change and those that will prevent or restrain it.

Time
30 minutes

Materials
HO BC3.1 Plant’s ‘Reasons for Resisting Change’ / Mt BC3.2 Force Field Analysis / HO BC3.3 Learning log

Task & Organisation
Input for task: Own reflections, explanation of Force Field Analysis

3.1 (5 minutes - plenary) Introduce a ‘Force Field Analysis’ as a means of visualising change and the forces acting upon individuals. Briefly show how do it using the example on Mt 03 BC3.2 Force Field Analysis. We will just use the first section - ‘What to do’ for this task.

3.2 (10 minutes – individual) Ask individual participants to draw up a personal Force Field Analysis for the change: ‘Adopting a more facilitative training approach’.

Participants should identify the various forces that may help or hinder their change and indicate the strength of each using thicker lines to indicate stronger forces.

Output
A Force Field Analysis of the forces helping or restraining the change to a more facilitative approach.

Feedback
(10 minutes - groups) Participants share their Force Field analysis with others in their group.

Further reading for participants: HO 03 BC3.1 - Plant (1987) Reasons for Resisting Change

Explain to participants that they will keep a learning diary in order to record their feelings over the duration of the course towards changes they feel they need to make. See HO BC3.3 – Learning log
Resistance to Change

Where does it come from?

♦ fear of the unknown
♦ lack of information
♦ misinformation
♦ historical factors
♦ threat to core skills and competence
♦ threat to status
♦ threat to power base
♦ no perceived benefits
♦ poor relationships
♦ fear of failure
♦ fear of looking stupid
♦ reluctance to experiment
♦ reluctance to let go
♦ strong peer group norms
♦ low trust organizational culture

Plant, 1987
Mt 02 BC3.2
FORCE FIELD ANALYSIS

This is a visual way of representing the forces that may hinder or support an activity.

What to do
♦ Choose an activity or change you are to undergo or implement, but that you know will be difficult.
♦ Draw a line down the middle of a piece of flipchart paper. (See diagram on following page)
♦ Write the headings “Helping Forces” and “Hindering Forces” at the top of the columns you have made.
♦ Brainstorm a list of things that will help or hinder what you are trying to do. The more precise you are the better. Write the things in a well spaced list in the appropriate column
♦ For each helping or hindering force draw an arrow pointing towards the central line. Use different thicknesses to indicate the strength of the force: the thicker the arrow, the greater the force.

Overcoming the issues
♦ Now look down the arrows on the “Hindering Forces” side. What can you do to reduce or weaken them? Write down the changes you would like to make. Is it to do with changing people’s attitudes, or changing organisational things, or getting more resources for something? You may find this leads to new tasks or reinforces the need for tasks already identified.
♦ List the things you must do to overcome these things. If you want to change attitudes or behaviour who might help you?
♦ Now look at the list of things that help. What can you do to build these up and strengthen them? Write down what you might do and who might help you.

Moving things forward
♦ Using the lists you have made enlist the help of supportive others to concentrate on developing solutions that tackle the major things that are hindering you.
**Mt 02 BC3.2**

Example of a Force Field Analysis diagram: (incomplete)

**Action Strategy:** Involve parents in their children’s literacy development

**Task:** Parents listening to students’ reading in class

<table>
<thead>
<tr>
<th>Helping Forces</th>
<th>Hindering Forces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are willing</td>
<td>Not enough books for all</td>
</tr>
<tr>
<td>Some parents are</td>
<td>Low level of parental literacy</td>
</tr>
<tr>
<td>Sufficient space in</td>
<td>Many parents have young children to</td>
</tr>
</tbody>
</table>

The thicker the arrow, the stronger the force.
Chart your feelings and reactions to each area of the workshop before and after each series of sessions

<table>
<thead>
<tr>
<th>Name &amp; Purpose of the sessions</th>
<th>BEFORE: What is your first reaction to this topic?</th>
<th>AFTER: What is the most important thing you learnt from this topic that will help you in your role as SBRT?</th>
<th>How do you feel about the topic now?</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 In Background to INSET</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02 BC Bringing about change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03 UF Understanding facilitation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04 RF Role of a facilitator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05 BSG Building Successful Groups and Teams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06 MTF Methods, Tasks and feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07 FS Facilitation Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08 P Practice</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>09 PRC Personal Responses to change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 WF The Way Forward</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
03

Understanding Facilitation
03 UF1
What is facilitation?

Objective
To develop participants understanding of facilitation.

Time  Materials
40 minutes  HO 03 UF1.1 - Quotations on facilitation

A Task & Organisation
Input for task: Own ideas

1.1  *(5 minutes - individual)* Ask participants to write a definition of ‘Facilitation’, i.e. their understanding of the term.

Output
Personal definition of facilitation

Feedback
*(10 minutes – walkthrough display)*
Post (anonymously) the definitions around the room and ask participants to walk around and read the various definitions, noting down any comments or points they wish to make.

B Task & Organisation
Input for task: Own reflections / Personal definitions / Reading quotations from literature

1.2  *(10 minutes - individual)* Ask participants to read a variety of quotations *(HO 03 UF1.1)* about facilitation, and to reflect on how these quotations add to their personal understanding of facilitation.

Output
Group definition of facilitation

Feedback
*(5 minutes – plenary)* Participants share their comments and attempt to negotiate a group definition/understanding of ‘facilitation’.
HO 03 UF1.1
Quotations on Facilitation

1 “All individuals have within themselves the ability to guide their own lives in a manner that is both personally satisfying and socially constructive. In a particular type of helping relationship, we free the individual to find their inner wisdom and confidence and they will make increasingly healthier and more constructive choices.”
   Rogers (1994:xii)

2 “...the provision of opportunities, resources, encouragement and support for the group to succeed in achieving its objectives, and to do this through enabling the group to take control and responsibility for the way they proceed.”
   Bentley (1994:31

3 “A workshop facilitator is someone who helps a group of people to achieve an agreed aim, by involving everyone present. The facilitator’s style should be unbiased and non-manipulative, remaining in control without being overpowering.”
   Cameron (1998:3)

4 “Group facilitation is a process in which a person who is acceptable to all members of the group, substantively neutral, and has no decision-making authority intervenes to help a group improve the way it identifies and solves problems and makes decisions, in order to increase the group’s effectiveness.”
   Schwarz (1994:4)

5 “Teaching is no longer seen as imparting and doing things to the student, but is redefined as facilitation of self-directed learning. How people learn and how to bring about this process, become the focus of concern, rather than the old-style pre-occupation with how to teach things to people; and with this goes a significant shift in the onus of responsibility. In the old model, the teacher is principally responsible for student learning. In the new model, the primary responsibility rests with the self-directing learner; and only secondarily with the facilitator.
   Heron (1999:2)

6 “As a facilitator, I do not see it as my job to answer questions, but rather to help the group discover their own answers……I believe that people already know the answers to the questions they ask but don’t have the confidence to trust the answers they already have. If I provide the space and safety for them to explore their own knowledge then I do far more than if I simply give them my answer to their question.”
   Bentley (1994:10)
What is the role of a facilitative or directive approach in training?

Objective
To develop participants’ understanding of the differences between a facilitative and directive approach and the role each play in training.

Time
25 minutes

Materials
HO 03 UF2.1 - Behaviours of directive and facilitative trainers;
Mt 03 UF2.2 – Behaviours to match (need to be cut up)

Task & Organisation
Input for task: Own reflections / explanation of the concept of directive-facilitative continuum
Introduce to participants the concept of a continuum, with ‘Directive Training' at one end, and ‘Facilitation’ at the other.

Directive Training Facilitation

2.1 (10 minutes - groups) Give each group a set of the characteristics describing directive and facilitative behaviours ((Mt 03 UF2.2 cut up into individual pieces). Ask them to sort the behaviours into two groups under the two headings. 5 minutes into the task ask one member from each group to walk around and ‘Spy’ on the other groups then report back to their own group.

2.2 (5 minutes - groups) Once groups have finished categorising, give out a copy of F & R Bee’s (1998) completed table (HO 03 UF2.1) showing the ‘correct' sorting for comparison.

Output
Behaviours categorised into those which are ‘Directive' and those which are ‘Facilitative'

Feedback
(5 minutes - plenary) Discuss the participants’ experience of a facilitative approach:
* To what extent have they used a facilitative approach and/or been a participant in workshops which are primarily facilitative?
* Is it possible to ‘marry' the two approaches? When? How?
## BEHAVIOURS OF DIRECTIVE LEADERS versus FACILITATORS OF GROUPS

<table>
<thead>
<tr>
<th>Directive leaders of groups:</th>
<th>Facilitators of groups:</th>
</tr>
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<tbody>
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<td>Focus on the needs and objectives of the group and see their role as supporting the group.</td>
</tr>
<tr>
<td>2 Concentrate on the content of the discussion.</td>
<td>Concentrate on the processes of the session to maximise the effectiveness of everyone’s contribution.</td>
</tr>
<tr>
<td>3 Are centred on themselves and may have little interest in understanding others’ views.</td>
<td>Are centred on others and build rapport – seek to understand others’ perspectives, get alongside, get on the same wavelength as their group.</td>
</tr>
<tr>
<td>4 Believe that they are the experts and know best; they do a lot of ‘telling’.</td>
<td>Believe that the group members are the experts and do a lot of ‘listening’ to them.</td>
</tr>
<tr>
<td>5 Discourage participation in discussion except in specific areas and on specific issues; control the participation.</td>
<td>Encourage all members of the group to participate in discussion – interested in a wide range of views.</td>
</tr>
<tr>
<td>6 Ask fewer questions and these are often closed and leading questions, seeking specific factual information or leading the group to a particular answer.</td>
<td>Are tenaciously effective questioners, using open and probing questions to explore issues.</td>
</tr>
<tr>
<td>7 Strive to put forward their own ideas and achieve their own solutions.</td>
<td>Coach and support the group to come up with ideas and solutions.</td>
</tr>
<tr>
<td>8 Make the decisions.</td>
<td>Seek consensus agreement, win-win solutions.</td>
</tr>
<tr>
<td>9 Operate in a Controlling Parent state a lot of the time – they know best and believe they should be in control.</td>
<td>Operate primarily in Adult state, with occasional moves into Nurturing Parent and Free Child as required.</td>
</tr>
</tbody>
</table>

F & R Bee (1998)
### Behaviours of Directive Leaders versus Facilitators of Groups

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</table>
03 UF3
What are participants’ responses to a range of training approaches?

Objective
To raise participants awareness of a range of training/facilitation approaches and encourage them to articulate their responses to them.

Time
20 minutes

Materials
HO 03 UF3.1 - Pictures on the theme of training / facilitation

Task & Organisation
Input for task: pictures with a training / facilitation theme; own responses

3.1 (10 minutes – groups) Give each group a set of pictures (HO 03 UF3.1). In their groups ask the participants to discuss each picture in terms of what they see in it, what issues are raised, their feelings about the issue(s).

Output
Responses to different training behaviours

Feedback
(10 minutes - plenary)
Participants are asked to choose one picture that provokes a strong reaction or response in them – positive or negative. Ask for the views of any participants who feel very strongly about their chosen picture, for or against, and ask them to explain their feelings to the whole group.
The facilitator may wish to ask questions, or invite questions from others in order to explore participants’ ideas further.
HO 03 UF3.1
How do you feel about these training approaches?

We’ve got their attention. Now what??

1. Activities meet objectives
2. Check if activities meet objectives
3. Sequence activities
4. Check timing
5. Lesson planning
6. Help me remember

Taken from Pretty et al (1995)
04

Role of a Facilitator
04 RF1
What is the purpose of our SB-INSET activities? What is the role of the SBRT in these activities?

Objective
Participants are aware of the purpose of a range of SB-INSET activities and the role the SBRT will play in each.

Time
30 minutes

Materials

Task & Organisation
Input for task: reflection on activities from 01 In2; personal perceptions

1.1 (10 minutes – plenary) Look back at the range of activities brainstormed and displayed on wall (from 01 In2) that they, as SBRTs, will be expected to organise in their schools. Ask participants for as many different reasons as possible for carrying out these activities. List all the participants’ ideas on flipchart. Reasons may include:

- To learn new skills or knowledge
- To reflect on something that has happened
- To plan something
- To analyse an issue
- To share ideas and opinions
- To introduce a new approach or technology
- To inform

1.2 (15 minutes – plenary) Go through the list of reasons, and for each suggestion ask the question – ‘What is the facilitators’ role in this?’ It may be useful to refer back to the directive/facilitative continuum and consider which purpose lends itself to a more directive approach and which to a more facilitative approach – although the distinction may not always be clearcut.

Note: It is crucial that participants discuss this in relation to their own situation and experience.

Explain that an important part of a facilitator’s role is to clarify with teachers in their schools what it is they want from an event and how best to go about getting it. Even when there is an externally imposed agenda or syllabus, the facilitator should also see themselves as ‘serving’ the group and meeting its needs.

Output
List of reasons for SB-INSET activities.

Feedback
none
What are the SBRTs’ personal objectives for this course, in order to fulfil their role?

Objective
Participants will set personal objectives for themselves based on their expectations from the course and also their needs as a facilitative SBRT.

Time
30 minutes

Materials

Task & Organisation
Input for task: reflections generated from earlier tasks

2.1 (10 minutes – pairs) This needs to be written in terms of what they will do in the future. What it is they need to learn. These objectives should be phrased as, ‘By the end of the course I will be able to ….’ to emphasise the idea of gaining skills that can be put into practice.

Output
List of objectives for the course.

Feedback
(10 minutes – plenary) When the pairs have finished, elicit one objective from each pair and write them on a poster at the front. Continue doing this until all the objectives have been mentioned, with no repetitions.
Discuss the group objectives with the participants. If any fall outside your own plans for the course, explain this and try to find some way in which they might be met. (The ‘Practice’ sessions towards the end of the course will be an opportunity to address these). If necessary prioritise the objectives with the group, especially if time constraints may mean it will be impossible to meet them all.
What indicators or evidence will show that they have achieved their objectives?

Objective
Participants will identify indicators of success and or evidence to show that they have achieved their objectives.

Time	Materials
30 minutes	Objectives from previous session

Task & Organisation
Input for task: Objectives from previous task

3.1 (10 minutes – groups) Cut up the objectives from the previous activity and divide them among the groups. Participants discuss what their measures/indicators of success for each of the objectives will be, i.e. what evidence will there be that they have achieved their objective. They should record these on flipchart paper and display them alongside the objectives they were given.

Output
List of indicators of success for each objective.

Feedback
(10 minutes – walkthrough display) Participants browse the displays in groups, adding any comments or questions with post-its. These will be returned to at the end of the course.

3.2 Evening work for last day: Participants draw up a job description for a SBRT. This should include the following:

♦ Details of the required knowledge, skills, and attitudes.
♦ Details of any additional personal qualities deemed necessary.

These should be written up for display on the last morning of the course.
05
Building Successful Groups and Teams
05 BSG1
What are the advantages and challenges of working in groups?

Objective
To help participants recognize the value of working in groups during workshops/training.

Time
30 minutes

Materials
4 poster–size faces: Strongly agree, Agree, Disagree, Strongly disagree

Task & Organisation
Input for Task: own reflections

1.1 (5 minutes - groups) Remind participants of their daily operations in group activities eg. church, school clubs and associations. Ask them to reflect for a moment on (a) a good and (b) bad experience of working in groups/team. They should discuss their reflections with the others in their group.

1.2 (10 minutes – plenary) Place four poster-size faces on the walls around the room. Each with one of the following faces on it (not the words)

Strongly agree            Agree              Disagree            Strongly disagree

Explain to participants what each face represents. Read aloud the following statements one at a time. Participants should listen to the statements and move to stand in front of one of the faces according to how strongly they agree or disagree with each of the statements. When participants have taken up their positions ask one or two people to explain their opinions.

♦ It is more difficult to share a task than to do it yourself
♦ Groups produce more ideas than individual
♦ Every group must have a leader
♦ Group work allows lazy people to stay lazy

Output
A list of the advantages and challenges of working in group.

Feedback
(10 minutes - plenary) Ask participants to briefly state (a) advantages and (b) challenges of working in groups and record these on two labelled charts. Discuss the extent to which group work can be used in the participants’ work as a SBRT.
What role do individual personalities play in group and team work?

**Objective**
Participants will be aware of how the individual personalities that make up groups impact on how groups function.

**Time**
40 minutes

**Materials**
H0 05 BSG2.1 – how to communicate with different personality types; Mt 05 BSG2.2 – characteristics of different personality types (on coloured cards)

**Task & Organization**

**Input:** reading information on personality types.

2.1 *(3 minutes - individual)* Give each participant four coloured cards *(cut out from Mt 05 BSG2.2 – on red, blue, green and brown card).* At this stage participants should only look at the side with the key words and pictures, not the more detailed descriptions on the back of each card.

   Ask participants to look at the four cards and from the words and pictures, decide which colour they most identify with.

2.2 *(15 minutes - groups)* Participants should arrange themselves in groups according to the colours that they identify themselves with, e.g. all Blues together, all Greens etc.

   Give each group paper and pens and ask them to construct a paper aeroplane that can fly the length of the room.

**Output**
Aeroplanes and list of observations by facilitator.

**Feedback**
*(5 minutes - plenary)* Ask each group to test their aeroplane. Who won? The facilitator should share his/her observation on how the groups functioned while they were constructing the aeroplane.

*(10 minutes - plenary)* Ask participants to read the other side of their cards and comment on the aeroplane building process in light of the characteristics of the group as listed on the back of the card. Discuss the ‘pros’ and ‘cons’ of working in “monochrome” groups and advantages (and potential problems) of diverse groups.

Give participants H0 05 BSG2.1 – *(Communicating with different styles)* to read in their own time.
**BLUES**
Blues are the ‘soft-centred’ of the world. They like to get people involved in activities and are usually good at recruiting others as well as juggling multiple tasks. People and friendships mean the most to them. They are genuinely concerned with the feelings of others and go out of their way not to offend. They are as opinionated as Browns and Reds, but they are less inclined to tell you what is on their mind. Blues send out cards for all occasions and are personally hurt when they are not treated the same.

- seeks consensus
- generous
- cooperative
- dependable
- amiable
- agreeable
- considerate
- sensitive

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**REDS**

Reds are the party people. They love to have a good time, are highly enthusiastic and creative, and operate primarily by intuition. They have little tolerance for those who are not like themselves, and find it a great sacrifice to put up with them. Because Reds are creative and easily bored, keeping them on task is a task in itself. They have a tendency to go off on tangents and as a result, often seem somewhat unfocussed.

- **optimistic**
- **enthusiastic**
- **intuitive**
- **creative**
- **emotional**
- **popular**
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- **popular**
- **extrovert**
BROWNS
Browns are strong, decisive and results-oriented. They provide strong guidance for those who need it (and, unfortunately, for those who don’t). They can appear to be pushy at times, demanding of themselves and others. Like Greens, Browns tend to keep their emotions to themselves, are highly self-critical, and resent those who waste time with idle chitchat and non-business-oriented gossip.
GREENS
The green style has a tendency towards perfectionism. The focus is on facts, data, logic, details. Decision-making can be slow because this style wants to make sure that they know what they want before taking action. As a result, they may appear overly cautious and not good risk-takers. On the other hand, the information that they provide is usually accurate and thoughtful. Feelings and emotions are kept inside and not revealed to others.
<table>
<thead>
<tr>
<th><strong>Blues, try NOT to:</strong></th>
<th><strong>With Blues, try TO:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rush headlong into business or the agenda.</td>
<td>Start with some personal comment to break the ice.</td>
</tr>
<tr>
<td>Stick to business constantly.</td>
<td>Show sincere interest in them as people, find areas of common involvement, be candid and open.</td>
</tr>
<tr>
<td>Force them to respond quickly to your objectives.</td>
<td>Be non-threatening, casual and informal.</td>
</tr>
<tr>
<td>Be domineering, demanding or manipulating. Don’t threaten.</td>
<td>Ask “how” questions to draw out their opinion.</td>
</tr>
<tr>
<td>Debate about facts and figures. Blues have a tendency to get lost or stop talking.</td>
<td>Watch out for hurt feelings and personal reasons if you disagree.</td>
</tr>
<tr>
<td>Be patronizing.</td>
<td>Provide assurances and guarantees that their decision will minimize risk and harm to others.</td>
</tr>
<tr>
<td>Be abrupt and rapid.</td>
<td>Provide back-up support.</td>
</tr>
<tr>
<td>Offer options and probabilities. Don’t be vague.</td>
<td></td>
</tr>
<tr>
<td>Decide for them. They will lose initiative.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>With Reds, try NOT to:</strong></th>
<th><strong>With Reds, try TO:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislate</td>
<td>Plan the interaction to support their hopes, dreams and intentions.</td>
</tr>
<tr>
<td>Be cold, aloof or tight-lipped</td>
<td>Use the time to be entertaining, stimulating, fun and fast moving.</td>
</tr>
<tr>
<td>Drive on to the facts and press for solutions.</td>
<td>Leave time for socialising.</td>
</tr>
<tr>
<td>Deal with details, or put them in writing, or pin them down to actions.</td>
<td>Talk about their goals and what they find stimulating.</td>
</tr>
<tr>
<td>Talk to them about generalities.</td>
<td>Deal with the “Big Picture”, not petty details.</td>
</tr>
<tr>
<td>Leave things hanging in the air – or they will be left there.</td>
<td>Ask for their opinions and ideas.</td>
</tr>
<tr>
<td>Dream with them if time is of the essence.</td>
<td>Provide ideas and concepts for implementing any necessary actions.</td>
</tr>
<tr>
<td>Talk down to them</td>
<td>Provide supporting examples from people they see are important.</td>
</tr>
<tr>
<td>Be dogmatic</td>
<td>Offer special deals, extras and incentives.</td>
</tr>
</tbody>
</table>
Communicating with different styles

<table>
<thead>
<tr>
<th>With Browns, try NOT to:</th>
<th>With Browns, try TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ramble on or waste time</td>
<td>• Be brief, and to the point. Use time efficiently.</td>
</tr>
<tr>
<td>• Build a personal relationship unless they</td>
<td>• Stick to business.</td>
</tr>
<tr>
<td>initiate it.</td>
<td>• Come prepared.</td>
</tr>
<tr>
<td>• Be disorganized and messy.</td>
<td>• Plan your presentation to present all the facts cleanly and logically.</td>
</tr>
<tr>
<td>• Leave loop holes or cloudy issues.</td>
<td>• Ask specific questions.</td>
</tr>
<tr>
<td>• Ask rhetorical or unanswerable questions.</td>
<td>• Provide alternative solutions and let them make the decision.</td>
</tr>
<tr>
<td>• Come with predetermined decisions. Don’t</td>
<td>• If you disagree, take issue with the facts and not the person.</td>
</tr>
<tr>
<td>make decisions for them.</td>
<td>• If you agree, support the results and the person.</td>
</tr>
<tr>
<td>• Speculate wildly or offer unsubstantiated</td>
<td>• After talking business, leave quickly, don’t linger.</td>
</tr>
<tr>
<td>guarantees.</td>
<td></td>
</tr>
<tr>
<td>• Let your disagreements reflect on them</td>
<td></td>
</tr>
<tr>
<td>personally.</td>
<td></td>
</tr>
<tr>
<td>• Reinforce your agreement with “I’m with you.”</td>
<td></td>
</tr>
<tr>
<td>They usually don’t care.</td>
<td></td>
</tr>
<tr>
<td>• Direct them around. They will rebel.</td>
<td></td>
</tr>
<tr>
<td>• Be disorganized or messy.</td>
<td></td>
</tr>
<tr>
<td>• Be casual, informal or loud.</td>
<td></td>
</tr>
<tr>
<td>• Rush the decision making process.</td>
<td></td>
</tr>
<tr>
<td>• Fail to follow through.</td>
<td></td>
</tr>
<tr>
<td>• Waste time.</td>
<td></td>
</tr>
<tr>
<td>• Leave things to chance.</td>
<td></td>
</tr>
<tr>
<td>• Provide personal incentives.</td>
<td></td>
</tr>
<tr>
<td>• Threaten, cajole, wheedle, coax or whine.</td>
<td></td>
</tr>
<tr>
<td>• Use someone’s opinion as evidence.</td>
<td></td>
</tr>
<tr>
<td>• Be manipulative.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>With Greens, try NOT to:</th>
<th>With Greens, try TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prepare your case in advance. Be as accurate</td>
<td>• Be direct – stick to business.</td>
</tr>
<tr>
<td>as you can be.</td>
<td>• Present specifics and do what you say you can do.</td>
</tr>
<tr>
<td>• Be direct – stick to business.</td>
<td>• Take your time, but be persistent.</td>
</tr>
<tr>
<td>• Present specifics and do what you say you</td>
<td>• Draw up a scheduled approach to any action plans.</td>
</tr>
<tr>
<td>can do.</td>
<td>• Follow through if you agree.</td>
</tr>
<tr>
<td>• Take your time, but be persistent.</td>
<td>• Make an organized presentation of your position if you disagree.</td>
</tr>
<tr>
<td>• Draw up a scheduled approach to any action</td>
<td>• Be accurate and realistic. Give them time to verify that you are reliable.</td>
</tr>
<tr>
<td>plans.</td>
<td>• Provide practical, tangible evidence.</td>
</tr>
<tr>
<td>• Follow through if you agree.</td>
<td>• Provide guarantees over a long period of time, but give options.</td>
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<tr>
<td>• Make an organized presentation of your</td>
<td></td>
</tr>
<tr>
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<td>but give options.</td>
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</table>

Based on an activity introduced by Paul Shapiro (1997)
How can we work together as a group?

How well do people cooperate when working as a team?

**Objective**
For participants to be aware of how cooperatively they behave when working on group tasks, and reflect on how this may affect group/team performance.

**Time**
40 minutes

**Materials**
Mt 05 BSG3.1 Instructions for Cooperative Squares.
Mt 05 BSG3.2

Materials for this session must be prepared in advance of the workshop.

**Task & Organisation**
Input for task: own reflections

*Read Mt 05 BSG3.1 to familiarise yourself thoroughly with the task in advance and use Mt 05 BSG3.2 to make the materials needed.*

This activity enables us to look at what is essential for successful group cooperation.

3.1 (20 minutes – groups of 5, plus a few observers) Participants sit in groups of five. The observers observe the behaviour of participants in the groups. They must not interfere in any way. Follow the steps in ‘Procedure’ in *Mt 05 BSG3.1*.

**Note:** stop the activity after 20 minutes whether or not participants have completed the task.

**Output**
Reflections on group cooperation.

**Feedback**
(15 minutes – plenary)
Ask participants to reflect on how they felt during the activity and on the level of cooperation in the group. Elicit responses to the following questions:

- How did the group begin the task?
- How did you feel during the activity?
- What roles did different members of the group play?
- What actions did the observers notice that hindered success?
- How might the level of cooperation have been improved?

Emphasize the role of the facilitator in helping groups move towards collaboration and co-ownership.

This activity can be found in Pretty et al, (1995)
Mt 05 BSG3.1
Cooperative Squares

Objective
To experience and analyse some of the elements of cooperation, for individuals to look at their own behaviour when working in a group or team.

Materials
For each group of five people (one envelope with a set of 3 shapes per person)
- Five envelopes labelled A, B, C, D and E
- Five pieces of thin card 15cm square cut into the shapes exactly as shown in the figures below. All the cuts are either to a corner or to the middle of a side. It is essential that you measure and cut accurately. Label the pieces as indicated and put the pieces into the corresponding envelopes, i.e. all the ‘a’ pieces into the ‘A’ envelope, all the ‘b’ pieces into the ‘B’ envelope.... If there are a number of groups it may help if the envelopes are labelled with a number or colour (“pink A, pink B etc or 1A, 1B”, etc.).

Procedure
1. Explain that this exercise allows us to look at what is essential for successful group cooperation. Ask participants to form groups of five and to sit around a table. (It is also good to have some observers who will watch the actions of the participants, either a specific group or a number of groups.)

2. Give each group of 5 a set of envelopes labelled A to E, there is one envelope for each participant. They may not open the envelope yet.

Read the instructions to the whole group:

“Each of you has an envelope with pieces of card for forming squares. When I give the signal to begin, take out the pieces. The task of the group is to form five squares of equal size.

There are two important rules:
- No one may speak or signal – the task must be done in silence
- No one may take or ask for a piece from any other person, but they may give their pieces to others”
3 The group has succeeded when each individual has before her or him a perfect square of the same size as those in front of the other group members. There can be no individual winners.

Stop the task after 15 - 20 minutes whether or not the participants have completed the task.

Feedback

Looking at the diagram of the five squares, it seems very easy. But the participants usually end up with three or four squares and odd bits that won’t fit together. Participants come to realise that their individual desire to produce ‘their square’ should come secondary to the group task of completing five squares. Personal success does not always equal group success, and may actually be impeding the group goal. A good solution for one person may in fact obstruct a good one for the group as a whole.

It is important to spend some time on feedback. The facilitator may elicit responses from the group by asking:

- How did the group begin the task?
- How did you feel during the activity?
- What roles did different members of the group play?
- What actions did the observers notice that hindered success?
- How might the level of cooperation have been improved?

Emphasize the role of the facilitator in helping groups move towards collaboration and co-ownership.
1 of 5 (see Mt 05 BSG3.1 for instructions)
2 of 5
Mt 05 BSG3.2

3 of 5

\[ a \]

\[ a \]

\[ b \]
06

Methods, Tasks and Feedback
What is the role of content in facilitative and directive approaches to training?

Objective
To enable participants to explore the difference between content and process in training and facilitation.

Time
30 minutes

Materials
Content/Process diagram drawn on flipchart paper; Mt 06 MTF1.1 – Strips for continuum

Task & Organisation
Input for task: participants’ own perceptions, facilitator’s input

1.1 (10 minutes – plenary) First elicit from participants the difference between content and process. Then ask participants to look at and try to interpret the diagrams found on the next page (make a chart). Point out to participants that in both models it is the process that makes the content useful and meaningful to the person. Refer back to the Directive–Facilitative continuum in Session 03 UF2. Point out to participants that at the Directive extreme, the trainer is the main source of content, whereas at the Facilitation extreme most of the content comes from the participants. It is important for facilitators to be able to identify the main source of content or input in any task given, and design an appropriate process.

1.2 (10 minutes – groups) Ask participants to draw a continuum on a piece of flipchart paper. Give participants the slips from Mt 06 MTF1.1 with the SBRT activities on them and ask them to stick them above the continuum line according to how facilitative or directive the approach/process will be. In doing so, they should consider both the nature of the content, and the balance between trainer/facilitator and participants as potential sources of that content.

Output
A range of activities related to those of an SBRT placed on the Directive/Facilitative continuum.

Feedback
(10 minutes – walkthrough display) Groups display their continuum charts and walk around looking at each other’s. Ask them to note any issues raised and they will be dealt with in the next session.
People-orientated process

Content-orientated process

People

Process

Content

Content

Process

People
Mt 06 MTF1.1
Strips to place on the Facilitative/Directive continuum

Introducing the Literacy Window to teachers in your school.

An in-service workshop for teachers on classroom management.

A meeting of key stakeholders to discuss how School Based INSET will be implemented in your school.

A session with community members to revise the school's vision and mission statements.

A meeting with Grade 1 to 4 teachers in your school to plan a week's activities using the new curriculum.

A workshop with parents to set up family literacy initiatives for the coming year.

A workshop with teachers to establish a whole school Action Research project.

An induction course for new teachers on the policy and procedures of the school.
06 MTF2
To what extent should a facilitator remain neutral to content?

Objective
To raise participants’ awareness of the need to remain neutral to content.

Time                Materials
20 minutes

Task & Organisation
Input for task: participants own ideas

2.1  *(5 minutes – groups)* Ask participants to brainstorm advantages and disadvantages of remaining neutral in relation to content, i.e. not ‘telling’ participants the ‘right’ answer; or the ‘right way’, but rather accepting the responses of participants and opening them up for discussion.

Output
A list of advantages and disadvantages.

Feedback
*(10 minutes – plenary)* Ask participants to share their advantages and disadvantages while 2 scribes record them on separate flipchart pages. Discuss the issues raised from these. Pay particular attention to the ‘seductive’ nature of content and the temptation for the facilitator to be drawn in.
06 MTF3
What tasks can we use to ensure a facilitative approach to content?

Objective
To raise participants awareness of a range of methods and tasks that can be used, and where they fall on the Directive – Facilitative continuum.

Time
45 minutes

Materials
Directive-Facilitative continuum; HO 06 MTF3.1 - Task types

Task & Organisation
Input for task: participants own perceptions

3.1 (5 minutes – plenary) Elicit from participants and record as many training/facilitation methods as possible (e.g. lecture/presentation; role play; group activities; demonstration; plenary discussion; case studies etc. List these on flipchart.

3.2 (5 minutes – groups) Ask participants to identify where these methods fall on their displayed Directive – Facilitative continuum (from MTF1) and to write them below the continuum line.

3.3 (5 minutes – plenary) When they have completed the task above explain that for the purpose of this course we are more concerned with those that fall in the middle and moving towards the ‘facilitative’ end of the continuum. Introduce the concept of tasks as a means of introducing participants to ‘content’ in a more facilitative way. Give participants HO 06 MTF3.1 which shows a range of task types.

3.4 (10 minutes – 5 groups) Ask participants to identify how they could use each task type to introduce and develop understanding of ‘content’ in a workshop for G1 to 4 teachers on developing students’ skills in a particular area, e.g. writing, multiplication. Give them an example to illustrate e.g. we could ask teachers to rank a set of activities from those which most require reading for understanding to those which require only visual matching.

Give each group a different set of tasks types to look at Group 1 - (brainstorm, rank, sequence); Group 2 - (classify, select, reflect); Group 3 - (compare, arrange, evaluate); Group 4 - (match, map, design); Group 5 - (adapt, create, predict);

Output
List of possible task types for each activity

Feedback
(10 minutes – walkthrough display) Groups browse the findings and add their own comments and ideas to others sheets.
Different types of task

**Recall tasks:**
- Remember
- Reflect

**Planning tasks:**
- Design
- Plan

**Responding tasks:**
- Adapt
- Add
- Arrange
- Brainstorm
- Classify
- Compare
- Create
- Evaluate
- List
- Map
- Match
- Predict
- Rank
- Select
- Sequence
How can feedback to tasks be shared to ensure ideas are shared?

Objective
To raise participants’ awareness of facilitative methods of feedback that can be used to ensure ideas are shared.

Time
45 minutes

Materials
HO 06 MTF4.1 – Approaches to feedback

Task & Organisation
Input for task: own reflections

4.1 (5 minutes – plenary) Raise with participants the issue of post-task feedback, i.e. how the outcomes of a task are shared and discussed. Elicit from participants as many different approaches to feedback as they can think of, they may reflect on some of those used in the workshop so far. Discuss the need to vary approaches to feedback and give participants a copy of the list of feedback approaches: HO 06 MTF4.1

4.2 (10 minutes – individual/group) Ask participants to read through the sheet to ensure they understand the descriptions, and to discuss in their groups any they are not sure about.

4.3 (20 minutes – groups) Participants use their learning diary and identify the task types and methods of feedback that have been used in the workshop. They evaluate each in terms of their personal or group input to the content and level of participation. (value scale: 1 - low participation to 4 – high participation)

Output
A list of task types and feedback methods that has been evaluated for level of input to content and level of participation

Feedback
(10 minutes – plenary discussion)
Participants share:

(a) which tasks they felt were most successful in enabling them to share their own knowledge while developing new knowledge

(b) which feedback tasks they felt were most enjoyable and successful in enabling the sharing of ideas
### Approaches to feedback

<table>
<thead>
<tr>
<th>Feedback Approach</th>
<th>Description of method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Plenary session</td>
<td>An open session involving all participants. The session is led by the facilitator who elicits responses randomly, bringing in as many people as possible.</td>
</tr>
<tr>
<td>2  Group report back</td>
<td>A representative from each group makes an <strong>oral report</strong> to everyone on the findings of their group.</td>
</tr>
<tr>
<td>3  Group poster presentation</td>
<td>Each group writes its findings on a poster/flipchart. A group presenter then explains this, as required, to everyone else.</td>
</tr>
<tr>
<td>4  Walkaround display</td>
<td>Groups display their posters/work on the walls/desks/floor and everyone is given time to walk round looking at everyone else’s work.</td>
</tr>
<tr>
<td>5  Walkaround display with presenter</td>
<td>Groups display their work (as above). Each group leaves one representative with the poster while everyone else walks around looking at the others. It is the responsibility of the group rep. to answer any questions asked by people from other groups / give any necessary explanation. (The group rep. can be changed every few minutes to ensure that everyone has a chance, both to look at other work, and to present their own group’s work to other people.)</td>
</tr>
<tr>
<td>6  ‘Special Envoy’</td>
<td>Each group selects an ‘envoy’ who is sent to other groups to share their findings. They then come back and brief their own group on the findings of other groups.</td>
</tr>
<tr>
<td>7  Sending Spies</td>
<td>During a pair/group activity, the trainer chooses a group member to go and ‘spy’ on the other groups (or maybe one or two other groups) to see what they are doing. The ‘spy’ then returns to their own group and tells the other members of their group what they have seen.</td>
</tr>
</tbody>
</table>
## Feedback Approach

<table>
<thead>
<tr>
<th>Feedback Approach</th>
<th>Description of method</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Mixed groups</td>
<td>This approach is often used when each group is looking at a different topic, or piece of text. As far as possible each ‘task’ group should have an equal number of participants. For the feedback give each member of each group a number. Then ask all the 1s to form a group, all the 2s etc. In this way there is a member from each ‘task’ group in each ‘feedback’ group.</td>
</tr>
<tr>
<td>9 Carousel walkthrough</td>
<td>When groups have completed a written task, they are asked to move round to the next group’s place and look at their work. They can then write comments on a 'feedback sheet’, ‘post-its’ etc’ which they leave there when they move on. When they get back to their own place they will have seen and commented on all the other work in the room and will have received written feedback from all the other groups on their own work.</td>
</tr>
<tr>
<td>10 Carousel workaround</td>
<td>When groups have completed a written task, they pass their work, along with a ‘feedback sheet’ /space for comments to the next group. That group reads their work, comments on it and then passes it to the next group….and so on until each group has its own work back.</td>
</tr>
<tr>
<td>11 ‘Cocktail Party’</td>
<td>All participants get up and walk around the room chatting to other people, sharing and comparing responses/opinions.</td>
</tr>
</tbody>
</table>

![Diagram](image_url)
06 MTF5
What task types and methods of feedback are being used?

Objective
Participants will be able to identify a range of task types and methods of feedback, and evaluate the relationship between content, task type and method of feedback.

Time
45 minutes

Materials
HO 06 MTF5.1 – description of 6 sessions

Task & Organisation
Input for task: reading materials and questions

Explain to participants that they are going to read a session plan in order to identify the task type and feedback approach used., each group will look at a different session. The activity should be done as homework and they will share their findings the following day.

5.1 (Homework - 6 groups) Divide the participants into 6 groups of equal size. Give each group a different one of the six session plans (HO 06 MTF5.1) e.g. group 1 – session 1; group 2 - session 2; and so on. They should identify and record (all participants need to record this information as they will all be asked to share it the following day):

(a) the task type used
(b) the method of feedback
(c) how well did the task and feedback approach fit the content?
(d) what made the match suitable / unsuitable?
(e) What other tasks / feedback approaches would have been possible using the same content
(f) What ‘literacy’, ‘maths’ or ‘continuous assessment’ content could have been used with the same task / feedback approach?

Output
An analysis and evaluation of tasks and methods of feedback in relation to content in a series of sessions.

Feedback
(30 minutes – mixed groups) Form the participants into new groups and ensure that there is at least one person from each of the six groups in the new group. Each group should have a timekeeper and a motivator. The timekeeper should ensure that each participant takes no longer than 5 minutes to present their findings. The motivator should ensure that everyone stays on task and that everyone takes a turn. Participants discuss their findings about each session they looked at.

(10 minutes – plenary) Allow participants to raise any comments/questions on the content of the sessions.
Task types and methods of feedback

Read the session plan to identify and record:

(g) the **task type** used

(h) the method of **feedback**

(i) how well did the **task** and **feedback** approach fit the **content**?

(j) what made the match suitable / unsuitable?

(k) What other tasks / feedback approaches would have been possible using the same content

(l) What ‘literacy’, ‘maths’ or ‘continuous assessment’ topics could have been used with the same task type / feedback approach?
Session 1
Give participants the following handout and ask them individually, without discussing it, to respond to each statement by marking a cross (X) on the scale according to how strongly they agree or disagree with each statement.

### Attitude Scales

Mark a cross (X) on the line according to how strongly you agree or disagree with each statement below.

1. A facilitator must be genuinely interested in the participants.
   - Agree
   - Disagree

2. Sometimes it is just not possible to develop rapport with a group.
   - Agree
   - Disagree

3. A good trainer/facilitator should be able to operate across the whole Training-Facilitation Continuum.
   - Agree
   - Disagree

4. Effective facilitation relies more on attitudes than on skills or knowledge.
   - Agree
   - Disagree

5. Facilitation inevitably involves some degree of manipulation.
   - Agree
   - Disagree

When participants have completed the attitude scales ask them to stand up, walk around the room and share and compare their responses with as many other participants as possible, taking time to explain their opinions. Give them sufficient time to talk to several other participants.
Session 2

1. Arrange participants in groups. Give all participants a copy of a one-page text on the subject of training/facilitation. Assign each group a section of the text and ask them to individually read their section, discuss it with the other members of their group and note down the main points of the section.

2. When the groups have completed the task, rearrange the groups so that each new group contains one person from each of the previous groups (i.e., the whole text is represented). Participants should take it in turns to feed back the main points of their excerpts and respond to any questions from other group members.

Session 3

1. Elicit from participants the meaning of the word ‘metaphor’ – give examples. Working in groups, ask participants to draw their metaphor for a successful workshop.

2. When the groups are finished, display the posters around the room and give participants 5-10 minutes to walk around the room looking at each others’ work and noting any questions or comments they have.

3. Briefly discuss each poster giving groups the opportunity to ask and respond to questions and comments from other groups.

Session 4

1. In groups, ask participants to list what they see as the five greatest challenges/problems for a facilitator.

2. When they have done this, ask each group to pass their paper to the next group. Each group should read what the other has written and note down any potential solutions against each of the problems/challenges.

3. Repeat this process until each group receives its own paper again. Allow time for participants to read through the responses they received.

Session 5

1. In plenary, elicit from participants 10 qualities/attributes of an effective facilitator. List these on the board/flipchart.

2. Ask participants, individually, to put these qualities in order of priority e.g. the quality they consider most important should be marked with a 1 and so on. They should not discuss their responses at this stage.

3. When they have finished ranking the qualities, they should find a partner and discuss their responses. They should aim to agree on a new order which satisfies them both.

4. Pairs should join together to form groups. Again, they should try to agree on an order.

5. Finally, groups feed back in a plenary session and a final ranking is done on the board/flipchart.
Session 6

1 Preparation: Cut up the following text (without title, footnote, or source) into ‘chunks’ of one or two sentences. Put the strips of paper into envelopes: a complete set for each group of participants.

---

**Eagles Do Not Walk The Stairs**  
*(To consider when we talk about learner-centred education)*

The educator asserted that he had developed his methods in a scientific way. He said that his methods were like stairs in the house of knowledge which could bring learners right to the top. He had made careful estimates of the width and height of each step to suit the legs of the learners. He had also built landings at strategic places where the learners could rest and comfortable banisters which could help the beginners.

However, he got very upset one day, not about the stairs which he thought were well planned and constructed with great wisdom, but with the learners who did not seem to appreciate his efforts. As long as the educator was around observing how the learners walked up the stairs, they took a rest at the landings and held on to the banister when needed, and everything worked as planned. But when the educator went away – even if only for a short time – there was chaos. Only those who were conditioned to follow instructions without thinking continued to use the stairs the way the educator wanted – like dogs trained by their masters. All the other learners found ways which corresponded to their individual needs. One was creeping up the stairs, another took two steps at a time and did not rest on the landings. Some even became specialists in walking the stairs backwards. However, most of the learners did not find the stairs challenging or interesting enough. They ran around the house and found their own ways. Some climbed up the drain pipe, others climbed with the help of the balcony parapets and reached the top with excitement and in no time at all. On the way down they slid on the banisters only to make another try at climbing to the top.

The educator tried to discipline the learners and force them to follow his guidelines. It never struck him that there were other ways to reach the top of the house such as jumping, running or taking your time to investigate totally new tracks. He never thought of a different kind of pedagogy which did not try to force eagles to walk the stairs.

---

2 Give each group an envelope and ask them to work together to re-construct the text in the correct order.

3 When the groups have been working for a while and are starting to make sense of the text, quietly tap one member of each group on the shoulder and ask them to go and ‘spy’ on another group for a minute or two in order to compare their responses. They should then return to their own groups and report what they have seen.

4 When the groups have finished, give them a complete copy of the text to check their sequencing.

5 Briefly discuss participants’ interpretations of the text in plenary.
07
Facilitation Skills
07 FS1
What is ‘active listening’?

Objective
Participants will be able to identify characteristics of an ‘active listener’.

Time
30 minutes

Materials
Mt 07 FS1.1 - cartoon; Mt 07 FS1.2 - scenarios

Task & Organisation
Input for task: Cartoon; scenarios; own perceptions

1.1 (5 minutes – plenary) Explain that the next set of sessions will focus on the following skills:
♦ Active Listening
♦ Questioning
♦ Managing information
These are skills which are necessary for SBRTs to effectively carry out the activities that they will initiate in their schools.

1.2 (5 minutes – plenary) Give participants the cartoon (Mt 07 FS1.1) Ask: What does this cartoon tell us about the way we listen? Explore the concept of selective listening, i.e. we pick out the parts that we are interested in or that mean something to us; we rarely listen to every word.

1.3 (5 minutes – pairs) Ask participants to find a partner and sit opposite them. Give one person from each pair card A and the other card B (Mt 07 FS1.2) – a different scenario for each pair. Ask them, without showing their cards to each other, to follow the instructions.

Output
(From feedback) List of characteristics of an ‘active listener’.

Feedback
(15 minutes – plenary) Discuss the following questions (in relation to the speaker):
♦ How did you know when your partner was listening to you? How did you feel?
♦ How did you know if your partner was not listening to you? How did you feel?
♦ How did your partner’s ‘not listening’ affect your ability to talk?
♦ What effect does ‘having a good listener’ have on the speaker?
♦ What are the characteristics of an ‘active listener’? (List their responses and display)

Discuss generally the importance for facilitators of active listening skills.
What does this cartoon tell us about the way that we listen?

Based on an activity by Stanbrook (1995)
Mt 07 FS1.2
Listening scenario

A

Choose a subject which interests you. Talk to your partner for 2 minutes about the subject.

B

Indicate to your partner (through your body language, facial expressions, gestures, noises etc.) that you are NOT LISTENING to what they are saying.

A

Choose a subject which interests you. Talk to your partner for 2 minutes about the subject.

B

Indicate to your partner (through your body language, facial expressions, gestures, noises etc.) that you are LISTENING CAREFULLY to what they are saying.
07 FS2
How do we convey non verbal messages?

Objective
Participants will be able to identify and understand the importance of non verbal messages we send.

Time
25 minutes

Materials
HO 07 FS2.1 - pictures; HO 07 FS2.2 - descriptions

Task & Organisation
Input for task: Pictures; descriptions of pictures;

2.1 (10 minutes – small groups) Discuss the importance of ‘body language’ or non-verbal communication in facilitation: facilitators should not only be aware of the non-verbal communication of participants but should also be aware of their own and how it might be interpreted by participants.

Give each participant a copy of the three pictures in (HO 07 FS2.1) and ask them to discuss what they think is happening – what the non-verbal communication of the people in the pictures is saying.

Output
Ideas on how non verbal body language may affect communication.

Feedback
(10 minutes – plenary) Discuss generally the role of non verbal body language in communication and how it could impact on their role as a facilitator. The importance of developing an awareness of their own body language, and interpreting that of others.

Give them the interpretations of a body language ‘expert’ in (HO 07 FS2.2) to compare with their own.
How do we convey non verbal messages?

Look at the pictures below.
What do you think is happening?
What is the non verbal communication (the body language) of the people saying?
**HO 07 FS2.2**

**How do we convey non verbal messages?**

What was happening in the pictures?

a
The man on the left is using an excellent gesture to convey openness and honesty – exposed palms, foot forward, head up, coat unbuttoned, arms and legs apart, leaning forward and smiling gestures. Unfortunately for him, however, his story is not going across. The woman is sitting back in her chair with her legs crossed away (defensive), she has a partial arm-barrier (defensive), a clenched fist (hostile), head down and is using the critical evaluation gesture (hand to face). The hand gesture of the man in the middle indicates that he feels confident or superior and his leg position shows that his attitude is competitive or argumentative. We assume that his overall attitude is negative, as he is sitting back, his head down.

b
The man on the left is straddling his chair in an attempt to take control of the discussion or to dominate the man on the right. He has clenched fingers and his feet are locked together under his chair, showing a frustrated attitude, which means he is probably having difficulty getting his point across. The man in the centre feels superior to the other two because of the hands-behind-head gesture he has taken. He also has a leg lock position meaning that he will compete or be argumentative. He has a high-status chair that swivels and has wheels and arm-rests. The man on the right is seated on a low-status chair that has fixed legs and no accessories. His arms and legs are tightly crossed (defensive) and his head is down (hostile), indicating that he does not agree with what he hears.

c
In this scene the man on the left and the woman are ‘mirroring’ each other’s gestures on the couch. The couple are very interested in each other and have positioned their hands in such a way that they can expose their wrists and they have crossed their legs towards one another. The man in the middle has a tight-lipped smile which can make him appear interested in what the other man has to say but it is not consistent with his other facial and body gestures. His head is down (disapproval), his eyebrows are also down (anger) and he is giving the other man a sideways glance. In addition to this, his arms and legs are tightly crossed (defensive), all indicating that he has a very negative attitude.

Edge (1992)
**07 FS3**

**What are the barriers to effective listening?**

**Objective**
Participants will be able to identify and understand the importance of verbal and nonverbal messages we send.

**Time**
25 minutes

**Materials**
Mt 07 FS3.1 – listening scenarios

**Task & Organisation**
Input for task: scenarios; own feelings

3.1 *(10 minutes – pairs)* Explain to participants that each group will work through a short exercise designed to help them practise and develop an aspect of their listening skills. Ask one member of each pair to think of a topic they would like to talk about for 3 to 5 minutes.

Give the ‘listener’ in each pair one of the scenarios from *(Mt 07 FS3.1)* and ask them to follow the instructions.

**Output**
Ideas on barriers to effective listening.

**Feedback**
*(15 minutes – plenary)* Discuss the ‘negative’ experiences of first the speakers and then the listeners. What were the characteristics of these? Then discuss the ‘positive’ experiences and their characteristics. List these on two separate charts adding any you feel may not have been mentioned.

Once you have the list of potential barriers (negative experiences) elicit possible solutions to these.

Point out to participants that just being aware of the barriers is often the first step to overcoming them.
Mt 07 FS3.1
Listening scenarios

**Pair One**
**Listener:** Listen with your full attention *but in complete silence* while the speaker talks.

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**Pair Two**
**Listener:** Listen with your full attention, and use body language to convey your attentiveness to the speaker by making encouraging noises, gestures, facial expression, etc which let the speaker know that he or she is being listened to.

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**Pair Three**
**Listener:** Listen and interrupt with your own questions and comments about what the speaker is telling you, in order to lead the topic in the direction that you want it to go.

---

**Pair Four**
**Listener:** Listen and give your full attention to what the speaker is telling you, trying to follow what is being said by empathising as deeply as you can with the experience that he or she is describing.

---

**Pair Five**
**Listener:** Listen to the speaker with your full attention. When the speaker has finished, tell back to the speaker as much as you can of what he or she told you, using the first person 'I' as if you were taking the place of the original speaker.
What is a good question?

Objective
Participants will be aware of which question types lead to good discussion.

Time
20 minutes

Materials
Mt 07 FS4.1 – newspaper article

Task & Organisation
Input for task: newspaper article

4.1 (5 minutes – individual) Give participants the newspaper article in (Mt 07 FS4.1). Ask them to read it and note down three questions they would like to ask the villager.

4.2 (10 minutes – pairs) Ask participants to role-play the conversation with the villager, each taking it in turns to play the villager and to ask their questions.

Output
(from feedback) Ideas on what makes ‘good’ questions.

Feedback
(5 minutes – plenary) When the role-plays are finished, ask participants which was the best question they asked, and why. Briefly discuss the notion of ‘yield’ in relation to questions i.e. that some questions elicit richer, more detailed information than others.
Read the newspaper article and note down three questions you would like to ask the villager.

**Man Bites Dog**

An enraged Indonesian villager was detained by police for questioning after killing a dog. The man had seen the dog bite a small boy and, losing his temper, attacked the dog himself, repeatedly sinking his teeth into the animal’s throat. The body of the dog has been taken for a rabies test.  

*Reuter*
07 FS5
How effective are your personal questioning strategies?

Objective
Participants will be aware of the importance of ‘high yield’ questions in facilitative discussions.

Time
20 minutes

Materials
HO 07 FS5.1 –Types of questions

Task & Organisation
Input for task: own ideas

5.1 (3 minutes – plenary) Ask participants to brainstorm the types of questions that are high yield. Introduce the terms used in (HO 07 FS5.1) in relation to the question types they come up with. Discuss also question types that should be avoided: leading, multiple questions and sensitive questions.

5.2 (5 minutes – groups of three) In each group, one participant should act as the ‘interviewer’, another as ‘interviewee’ and the third as an observer. The interviewee should choose a topic they would like to talk about, for example a holiday, hobby, or work. The interviewer than asks questions in order to find out as much as possible about the chosen topic in a 3 minute period. They should try to ask as many ‘positive high yield’ questions as possible, but avoid, leading/multiple/sensitive questions. The observer records the number of each type of question asked and examples of both ‘good’ and ‘bad’.

Output
Ideas on good questions.

Feedback
(5 minutes – groups of three) When the exercise is finished, ask the participants in their groups to feed back to one another:

♦ The interviewer commenting on how they felt it went.
♦ The interviewee commenting from their perspective.
♦ The observer providing objective feedback on the types of questions asked.

(3 minutes – plenary) Briefly discuss interesting points arising from the exercise.

Give participants a copy of HO 07 FS5.1
Types of Questions

**Open-ended Questions**
An open-ended question is one that cannot be answered with a single word or phrase such as ‘yes’ or ‘no’. They can be quite powerful because they stimulate thinking, encourage greater discussion, and discourage participants from taking definitive positions on issues not yet thoroughly discussed. They typically begin with words such as ‘how’, ‘what’ or ‘why’.

Examples:
- What happens if we don’t solve the problem?
- How do the rest of you feel about this?

**Greater Response Questions**
In order to gain understanding and add depth to participants’ involvement, facilitators need to know how to draw out greater information, using words such as ‘describe’, ‘explain’ and ‘tell’.

Example: Can you describe the process in more detail?

**Challenging Questions**
Used to challenge certain types of statement. These are statements that are all-embracing, allow for no exceptions, and often include words such as ‘never’, ‘always’, ‘everyone’, ‘all’. It is important to challenge such statements since the discussion and learning processes can be stopped by them.

Example: Statement - I have never had any problems with clients.
Question – Never?

Challenging questions are also used with other generalised statements that set limitations on ourselves or others, often involving words like ‘must’, ‘should’ or ‘can’t’.

Examples:
- Statement – I must complete the work by the end of the month.
  Question – What would happen if you didn’t?
- Statement – I can’t make presentations.
  Question – What is stopping you?

**Redirection Questions**
A participant will often ask questions of the facilitator as a follow-up to a remark made by them or by another participant. If the question is related to ‘content’ the facilitator may wish to re-direct it to other participants.

Example: How would the rest of you respond to that question?

**Feedback and Clarification Questions**
At certain times in meetings/workshops, the facilitator needs to bring closure or clarification to a topic being discussed; it is also important that all participants understand the issue.

Examples:
- Where are we; will someone summarise our position?
- Let’s see if I heard you right; you are saying……?

**Closed Questions**
The closed question is often asked too frequently by inexperienced facilitators. These questions typically result in a ‘yes’, ‘no’ or short response from participants and provide little involvement. Use infrequently and for clarification since they add little to the discussion process.

Example: Has this issue been explained clearly?
How can information be recorded effectively?

Objective
Participants will be able to identify features of effective recording.

Time
15 minutes

Materials
Input for task: own ideas

6.1 (5 minute – plenary) Arrange the room with 2 or 3 flipchart stands at the front; these should be arranged in such a way that they can be seen neither by the audience nor by the other scribes. Invite 2/3 participants to act as scribes and give them a number of different coloured pens. Chair a brief discussion eliciting tips on how to record information effectively. The scribes should record the discussion in any way they feel comfortable with.

Output
Ideas on effective recording.

Feedback
(10 minutes – plenary) When the discussion ends, turn the flipcharts around so that everyone can see them. Compare the different methods used to record the information e.g. layout, colours, size of writing, abbreviations, whether or not participants words were recorded verbatim. Scribes can be asked to evaluate their own charts, perhaps looking at it from the point of view of participants.

Discuss the importance of ‘checking back’ with participants, for example, if you mishear or misunderstand, if you are putting their ideas into different words and want to be sure you have captured it correctly. Emphasise that ownership of the ideas generated should remain with participants and not with the scribe / facilitator.
07 FS7
Why is it important to summarise the output of a session?

Objective
Participants will be able to identify and understand the importance of verbal and non verbal messages we send.

Time
20 minutes

Materials

Task & Organisation
Input for task: own ideas

7.1 (10 minute – 6 groups) Introduce the topic of summarising and the importance for a facilitator of this skill:
   ♦ In helping the group reflect on and review their discussion and check understanding.
   ♦ In helping structure discussion by bringing a particular section to a close and moving on to another.
   ♦ In helping the group to reach agreement or clarify outcomes

We have now come to the end of the section on facilitation skills, ask the groups to think of how they would briefly summarise this section (07 FS1 to FS6) in no more than one minute. One person from each group will be the reporter.

Output
(from feedback) Ideas on what makes a good summary.

Feedback
(3 minutes – paired groups) Pair one group with another group. Once all the groups have settled, explain that the reporter from the first group has one minute to summarise this section, ask them to begin. After one minute exactly stop the reporters if they are still speaking. Ask the reporter from the other group to summarise. Again stop them after one minute.

(3 minutes – plenary) Brief discussion of what makes a good summary.
08 Practice
How can we plan for facilitative training activities?

Objective
To raise participants awareness of the planning stages for any INSET activity.

Time
40 minutes

Materials
HO P1.1
Planning Facilitative Sessions; Session plans for BC1, BC2 and BC3.

Task & Organisation
Input for task: HO 08 P1.1 – ‘Planning Facilitative Sessions’; Session Plans.

1.1 (5 minutes – plenary) When the participants return to their schools they will be expected to carry out sessions with the teachers in their schools. If these are to take place in a way that facilitates professional development it is important that they are well planned. Ask participants to reflect on the areas they looked at in the previous session, i.e. task and feedback. Discuss what other areas need to be planned.

1.2 (10 minutes – groups) Give out HO 08 P1.1 - ‘Planning Facilitative Sessions’ and the session plans for BC1, BC2 and BC3. Ask participants to link the areas of the cycle diagram with the session plans. Ask them to discuss:

- the importance of ‘making links’ and how the cycle supports this
- the role of tasks in challenging people and also getting them to share their own knowledge with others in order to do the task
- the role of feedback in ensuring that all ideas are valued and shared

Output
Ideas on how to plan for INSET workshop sessions.

Feedback
(10 minutes – plenary) Question participants to explore their understanding of the areas in the linked cycles (HO 08 P1.1) and how the areas from the cycles occur in the session plans.
Enable participants to share their thoughts from the group discussions.
Planning Facilitative Sessions

How do people learn?
- When their schematic knowledge is used.
- When they are actively involved in creating new knowledge.
- When they are challenged in a supportive environment.
- When they see connections between what they already know & do and the new.
- When they see a purpose for learning; that it is something they can ‘use’.
- When they enjoy it.

Workshops can be like jigsaws where participants explore ideas in a range of topics but are unable to put the pieces together as they have no clear idea of the ‘whole picture’. People learn best when they see connections: the links from one topic to another, when all the pieces of the workshop form a coherent picture. For this reason we should ensure that any workshops we plan, whether they last for a few hours or a few days, follow a clear plan where all topics and sessions are clearly linked. We can take a step by step approach to ensure this.

First we determine the topic of our workshop, then for each topic we determine our objectives that will lead our sessions. We may also develop a series of focus questions that will help us make a clear link between our sessions. This is particularly useful for participants.

Once we have our objectives and focus questions we need to plan the strategy we will use to facilitate the participants’ learning. This will involve the areas of task, output and feedback.

Task
What input will be used to engage participants with the ‘content’ area of the lesson?
- Own knowledge and ideas
- Ideas presented from an external source, e.g. reading a text, watching a video, listening to a presentation,

What task type will we use to ensure that participants are engaged and challenged?

We need to design tasks that will challenge participants to create new knowledge, while drawing on their previous knowledge. Refer to the range of tasks in HO 06 MTF3.1

Output
What will the output from the task be?

This can be simply a list of ideas or activities, or it can be a something quite detailed such as a lesson plan or teaching materials for a lesson.

Feedback
What is the most appropriate form of feedback to enable participants to share ideas?

The style of feedback should vary according to the use to which the ideas will be put. In some cases there may not be any feedback to a session where the feedback ideas will form the input of the next session. Refer to HO 06 MTF4.1 for a range of feedback activities.
The cycle below is intended to illustrate the areas we plan for each session, and how each session feeds into the next.
How can we use these areas to plan facilitative sessions?

Objective
To enable participants to put into practice the ideas generated in the workshop.

Materials

Time
80 minutes

Task & Organisation
Input for task: own ideas

2.1 (5 minutes – plenary) Explain to participants that they will be asked to plan one or more sessions, the topics will be from the areas that teachers will be interested in, e.g. classroom organisation, methodology, maths, language arts, and continuous assessment.

Brainstorm a list of topics, make them as specific as possible, i.e. ‘reading’ and ‘writing’ are not specific enough.

2.2 (1 hour – groups) Divide the participants into groups of equal size according to their specialist area (literacy, maths, assessment) and invite each group to sign up to a topic. Explain that each group will develop a series of linked sessions on their topic. They should write an overview of each session giving: objectives, focus questions, task, output and feedback, and a detailed plan for one session with instructions for the facilitator. These should be written on flipchart paper for display.

Output
Plans for linked sessions.

Feedback
(10 minutes – walkthrough display) Participants browse the session plans to gather ideas that may benefit their own plans. There is no need for further feedback as the plans will be looked at in more depth in the following session.
### 08 P3
**How facilitative are our plans?**

**Objective**
To enable participants to check to evaluate the potential effectiveness of their plans.

**Time**
| 80 minutes |

**Materials**
- HO 08 P3.1
- How facilitative are our plans?

**Task & Organisation**
Input for task: own ideas

3.1 *(10 minutes – groups)* Participants should read the questions in HO 08 P3.1 – *How facilitative are our plans?* and using their reflections on the session plans developed in the previous sessions determine whether there are any questions they feel should be added.

Briefly share any questions they feel need to be added.

3.2 *(20 minutes – groups)* Each group will evaluate a plan that is not their own. One member from each group should be the ‘Special Envoy’ who sits with the group who is evaluating their plan. The plan is evaluated using the questions in HO 08 P3.1. Ideas can be posted on the plans using post-its.

**Output**
Evaluation of a plan

**Feedback**
*(10 minutes – Special Envoy)* The groups return to their own plans and the Special Envoy reports the findings of the evaluation. The groups then make any changes to their plans in order to improve them.

*(5 minutes – plenary)* Briefly list the areas that participants found they need to be more aware of when planning in future.
HO 08 P3.1
How facilitative are our plans?

Use these questions to evaluate how effective your plan is.

Is there a clear link between the sessions?

Are the objectives:
- clear?
- appropriate for the target audience?
- achievable?

Does the plan contain a range of:
- task types? *(see HO 06 MTF3.1)*
- feedback approaches? *(see HO 06 MTF4.1)*

Do the objectives:
- match the content area?
- match the task?

Does the task:
- match the content?
- allow for the opportunity for the teachers to draw on their previous knowledge/experience?
- enable the teachers to create new knowledge?
- enable teachers to see connections between what they know and do and what is being explored in the session?

Is the output appropriate for the needs of the teachers?

Does the feedback approach:
- enable all participants to share ideas freely?
- match the output of the task?

Write any other questions you would add below.
Personal Responses to Change
How have participants managed their “change journey” through the duration of the course?

Objective
To help participants reflect on their own reactions/feelings that emerged during the course and identify strategies that helped/could have helped them to deal with these reactions/feelings.

Time
30 minutes

Materials
Participants’ learning logs

Task and Organization
Input for Task: Participants’ learning log compiled throughout the course.

2.1 (5 minutes - groups) Either individually, or if they feel comfortable, with a partner, participants should review their ‘learning logs’ and visually represent their individual “journeys” over the period of the course; any ups and downs, highs and lows that they experienced. This can be done by the use of pictures, graphs/curves or any way they see fit.

Output
Posters with representation of participants’ change journeys.

Feedback
(15 minutes – walkthrough display) Ask participants to display their posters, anonymously if they want. Take time with the participants to walk around the room looking at as many “change journeys” as possible, comparing responses to the course and participants’ feelings at the various stages of the workshop.

(10 minutes - plenary) Invite a few participants to share their journey by explaining their visual representation. Participants will discuss what they (as participants) did/could have done to manage the reactions/feelings that emerged during the course.
09 PRC2
How can we manage reactions to change?

Objective
To help participants understand change and develop strategies to manage reactions to change.

Time          Materials
20 minutes    Chart listing participants’ reactions to ‘facilitation’ from Session 02 BC1

Task and Organization
Input for Task: List of participants’ reaction to facilitation.

2.1  (10 minutes – groups) Present the list of reactions from session 02 BC1 to the participants. Ask participants to read the reactions, and to discuss and list:

♦ How these reactions compare to their ‘change journey’ explored in the previous session 09 PRC1.

♦ What strategies a facilitator might employ to manage those reactions. (They should consider, not only ways of dealing with resistance or negative reactions to change, but also ways of harnessing positive reactions.)

Output
List of strategies to deal with identified reactions.

Feedback
(10 minutes – plenary) Discussion of ideas, begin by taking one idea from each group in turn.
10

The Way Forward
How will SBRTs begin the process in their schools?

Objective
To enable SBRTs to plan how they will begin the process of organising professional development activities in their own schools.

Time
30 minutes

Materials

Task and Organization

1.1 (15 minutes – groups) Reference to the list of roles and responsibilities developed in Session In3 and the activity types identified in Session In2 will be useful for this session. When SBRTs return to their schools they are to support the development and implementation of a system of activities to support professional development. They should work in groups to discuss:

What process will you follow to enable the development of a system of professional development activities?
How will you encourage the identification of activities that can take place?
How will you ensure that everyone has the opportunity to participate?
How will you cope with negative reactions from the principal or other staff members?
How can you ensure sustainability of the system?
How can you identify and make use of external support?
What process could be employed to give feedback to relevant support groups, i.e. Education Officer, Regional Office, CCU, PDU?

After 5 minutes, one member from each group should walk around to ‘spy’ on the ideas of the other groups and then report back to their group.

Output
Ideas for how to implement professional development activities in their school.

Feedback
(5 minutes – walkthrough display) Ask participants to browse one another’s ideas.

(5 minutes – plenary) Discuss any points SBRTs found to be particularly important.
References


Thomas, S.A. (2000) *Adopting a more facilitative approach. The development and design of a course for trainers* University of Wolverhampton, Centre for International Development and Training: Unpublished MSc dissertation