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| Workshop Title: | ***Ready, Set, GO! The Art and Science of Facilitating Effective Interactions…with Colleagues*** |
| **Workshop Description:** | I invite you to join me as we explore both the art and science of facilitating professional learning sessions for, and with, our teacher colleagues. Throughout the session, you’ll experience a variety of practical strategies and protocols which you can apply in your own TLLP work…and, yes, even adapt for your students. Oh, and just so you know…this won’t be “sit-and-get PD”, so get ready to “learn by doing.” |
| **Facilitated by:** | Ian Pettigrew |
| **Date:** | May 10 and 11, 2018 |
| **Location** | 2018 TLLP Leadership Skills for Classroom Teachers ConferenceWestin Prince Hotel, Toronto |
| **Time / length:** | 75 - 80 mins. |
| **Audience:** | Teachers – TLLP Leadership Skills for Classroom Teachers |
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| **Rational and Experiential Aims** | By the end of the workshop, participants will….  *…know* some strategies and protocols and *understand how to use* them to facilitate professional learning opportunities for colleagues (RATIONAL)  …*feel* more confident about facilitating sessions with our adult colleagues (EXPERIENTIAL) |
| **Master Materials List:**   * Masking Tape * Markers * Chart Paper   WC = Working Copy  TC = Takeaway Copy | * Laptop, LCD projector, screen, speakers, slide advancer * Powerpoint Slide deck * Workshop Script/Flow * Deck(s) of Playing cards * 11x17 “Four Corners” quotations & 8.5x11 #s (1-4) * WC: 4-page Participant's Working Booklet * WC: “Chapter One: Understanding Facilitation” (Excerpt from *Facilitating With Ease*) * WC: "Tips for Facilitators" (Excerpt from *Groups at Work*) * TC: Annotated Five-Part Workshop Template |

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| **15** | **Part I - Opening: Surveying the Terrain** |  |
|  | Welcome participants to workshop and refer to how participants may be feeling – (*My brain is full…*slide)  Preview (and model) use of *Hands Up - Silent Attention Signal* protocol (pg. 2 of Working Booklet) as way to complete an activity and draw focus back to facilitator  Provide opportunity for participants to introduce themselves to the whole group  using *Elevator Introduction* protocol [Model for length, not content]  Conduct *Like Me* (*Stand/Hand Up If)* protocol, another way to build whole-group community and determine who’s in the room. Model three ways of conducting the protocol: *Stand Up If…, Hand Up If…,* and *Like Me*.  Conduct *Materials Management*:   * Ensure each participant has: a) 4-page Working Booklet b) 3 other loose readings c) pen/pencil and d) 1 playing card * Refer to purpose of *Strategy [Protocol] Harvest* – “backtrack” organizer - on back (pg 4) of Working Booklet. (Note: Last names/dates refer to suggested readings on pg. 3 of Working Booklet) * Indicate that PPT slidedeck and other working materials will be uploaded to TLLP Training 2018 site @ <http://bit.ly/TLLP2018>   Contextualize/situate the workshop by surfacing the *Rational [know and be able to do]* and *Experiential [feel or be different] Aims*. The foundation and genesis of the workshop is found in these aims – everything else stems from meeting these two aims:  *…know* some strategies and protocols and *understand how to use* them to facilitate professional learning opportunities for colleagues (RATONAL)  …*feel* more confident about facilitating sessions with colleagues (EXPERIENTIAL)  Unpack the *Approx-Agenda* (pg. 1 of Working Booklet) underscoring looking after personal needs - no formal break. NOTE: Activities/tasks will be a combination of individual, pair, small, and whole-group activities, all connected to the two workshop aims and supported by the use of protocols  Underscore the different roles of the “facilitator” and “participants”  *FACILITATOR:*   * not a synonym for “presenter” * act like a “guide”, “coach” or “referee” * Sherpa guiding climbers on a mountain-climbing expedition…can help map a safe way up the mountain   *PARTICIPANTS:*   * Climbers scaling a mountain together * Team members on a sports team   Review and seek agreement on *Working Assumptions (Group Norms)* (pg. 1 of Working Booklet):   * Everyone has wisdom and something valuable to contribute * We learn more when we learn with and from each other * We can experience discomfort if we feel safe * Everyone will hear others and be heard * The whole is greater than the sum of its parts   To reinforce need for *Approx-Agenda*, *Working Assumptions* and need for using protocols, show EDS “Herding Cats” clip: <https://youtu.be/vTwJzTsb2QQ>  Preview the workshop structure   * based on a five-part plan/structure and set up as a journey * the process\* IS the content * will turn process inside out so you can see the seams of the workshop and how the pieces are stitched together. Like Discovery’s *How It's Made.* * will share the “what”, “why” and “how” of protocols and strategies   **Protocol/Process Debrief:**  Select *Like Me/Hand Up/Stand Up If…* prompts that support inclusivity and that don’t reinforce marginalization. Also, gauge ability of group members to participate in *Stand Up If… (*i.e. visible disabilities may require that you use *Hand Up If…*or *Like Me* approach instead).  It's important to be explicit *Working Assumptions* (group norms / ground rules). Assuming that members of groups that are newly formed automatically abide by the same ground rules or group norms is a recipe for misunderstandings. NOT surfacing these and soliciting agreement, is a primary reason why sessions go off the rails. If you'll be working with a group for an extended time, it can be helpful to co-create those norms/ground rules.  Explain process for establishing *Learning Partners* (pg. 1 of Working Booklet).  Model (with volunteer in the workshop) *Stand Up, Hand Up, Pair Up* protocol to facilitate the pairing process for *Learning Partners.*  Remind participants to take Working Booklet and pen.  Instructions:   1. 3 different names/people\* 2. No one you already know or work with 3. No one from your table group.   \*make sure that participants record OTHER partner’s name beside the SAME symbol  \*prompt participants to use their best “face recognition software” for each *Learning Partner*  Identify a space in the room for Matchless.com (a designated place for those who cannot find their learning partner).  **Protocol/Process Debrief:**  *Learning Partners* is like a professional “dance card.” It allows participants to meet/work with new people. Establishing *Learning Partners* at beginning of a workshop makes transitions less awkward and time-consuming freeing up time for processing and learning. Time spent here, is gained later!  *Stand Up, Hand Up, Pair Up* helps speed up the process of participants knowing who’s still searching for a partner. | LCD, Laptop, Speakers, Screen, Slide Advancer  Masking Tape  Sticky Notes  Pens  Powerpoint slide deck  Participants’ 4-Pg Working Booklet & loose handouts  *Strategy [Protocol] Harvest* chart paper  *Rational* and *Experiential Aims* Chart Paper  *Approx-Agenda* chart paper  *Working Assumptions* chart paper  EDS “Herding Cats” clip: <https://youtu.be/vTwJzTsb2QQ> |

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| **15** | **Part 2 - Minds On: Entering the Territory** |  |
|  | Refer participants *Go to Your Corners (Four Corners)* quotations (pg. 2 of Working Booklet) about facilitation – also posted on the wall.  Invite participants to skim *all* the quotations in their Working Booklet (pg. 2 of Working Booklet) and select *one* that resonates with them (for e.g., it CAN resonate either because you agree or disagree with the whole *or part of* the statement).  Then, share with an elbow partner at their table group. Alternatively, invite them to travel to the corner where the quotation is posted and have a conversation with at least one other person also at the corner.  **Protocol/Process Debrief:**  The Minds On activity is not an energizer; it IS linked to the focus of the session. Here a series of quotations are used. The *Go to Your Corners* protocol is used here to “whet the appetite” or “prime the pump” for the rest of the workshop and to connect to participants’ prior learning and/or experience.  The quotations are used as “third points” (text-as-expert) to provide a common focus for the learning and the group. Using “third points” are especially useful when group members will be grappling with something contentious or something that probes or challenges values or beliefs. Using a “third point” supports an interrogation of our own thinking about an idea or issue and allows us to connect to a big picture or purpose of the workshop and connect to our and others’ lived experiences. | Four (11x17) quotations re facilitation posted in corners of room |

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| **15** | **Part 3a - Action: Fording the River** |  |
|  | Model *Finger Time* protocol (pg. 2 of Working Booklet)  Ask participants to find the loose handout entitled "Chapter One: Understanding Facilitation" and ensure they have their Working Booklet and pen in anticipation of meeting up with their COMPASS *Learning Partner.*  Ask them to locate their COMPASS *Learning Partner* and find a place to sit.  Refer to *Say Something* protocol (pg. 2 of Working Booklet).    Identify the 2stopping points pre-marked in the reading.  Task Instructions:  1. Individually, read up to the first stopping point as indicated in the text  2. Once both you and your *Learning Partner* have finished reading the chunk of text, take turns “say(-ing) something”  3. Repeat Steps 1 and 2 until you have each “said something” TWICE.  Remind pairs they have “this many” minutes \_\_\_\_\_ for this activity.  Ask them to thank their COMPASS partner and then return to their table group.  **Protocol/Process Debrief:**  Using *Say Something* protocol and chunks of a text help to spread out the reading demands of a text and allows for manageable processing/reflection by the readers.  Using the *Finger Time* protocol is a less intrusive means for a facilitator to conduct a “time check" from a group focused on a task. TIP: Facilitators can/should use the average (mean) time request from all groups to set the remaining time for the whole group. | WC: "Chapter One: Understanding Facilitation" |
|  | ***Transition between Action, Parts 3a and 3b***  Conduct individual *Working Assumptions* check-in.  Prompts:  Individually (and silently)…   1. Identify where you have seen, heard or felt at least one of the Working Assumptions in the workshop so far AND 2. Consider to which one of the Working Assumptions you might have/want to be more attentive/attuned.   **Protocol/Process Debrief:**  Re-surfacing the *Working Assumptions* helps to keep group norms explicit and alive for the group. |  |

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| **10** | **(In-Room) Stretch Break** |  |
|  | Conduct “Life with the Wright Family” as a mental/physical break.  Distribute one playing card to each participant and ask them to remember what their card is.  Invite participants to form a circle around their table so that each person is close enough to the person on their left AND right to comfortably pass a playing card.  Explain that you will be reading the story/passage “Life with the Wright Family” and that whenever they hear the term/word “left” or “right” (in the latter case, it can be a homonym (Wright) but they still have to perform the action), they have to pass their card to the person to their left/right AND receive a card from the person to their left/right.  Begin reading slowly and increase speed (you can do the whole story or several paragraphs).  At the end, ask participants to call out if they are holding a) their original card b) no card or c) more than one card.  **Protocol/Process Debrief:**  Here, “Life With the Wright Family” is used as a cognitive break or relief from the reading demands of the previous activity. It’s kinesthetic and usually engenders laughter as participants “struggle” to exchange cards accurately and quickly enough. | Facilitator’s script of *Life with the Wright Family*  Playing cards |

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| **10** | **Part 3b - Action: Hiking the Trail** |  |
|  | Ask participants not to tip over while they find their CANOE *Learning Partner* and find place to sit.  Refer participants to loose reading entitled "Tips for Facilitators".  Refer participants to C*ode-the-Text* protocol (pg. 2 of Working Booklet) to help provide a focus for the reading and to structure the sharing.  Remind pairs they have “this many” minutes \_\_\_\_\_ for this activity.  Task Instructions:  1. Invite participants individually to read JUST the section/chunk entitled *Introducing a Strategy.*  2. Ask them individually to *code* key parts of the text – in the margin - using this legend:  √ = “Hey, I already knew that…”  ! = “Wow, this is new learning…”  ? = “Hmm, I’m still wondering about…”  3. Partners take turns sharing ONE thing they’ve coded as a “new learning” (!) or “wondering” (?).  Ask participants to thank their CANOE partner and then return to their table group.  **Protocol/Process Debrief:**  *Coding-the-Text* is another text-based-protocol which encourages interrogating the text and helps readers to make connections between the reading and their prior knowledge and to surface questions or build new knowledge. Note: Coding a text can be used for other texts, not just written ones, too. E.g. artwork, student work, media, etc. | WC: "Tips for Facilitators" (*Groups at Work)* |

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| **10** | **Part 4 - Consolidation & Reflection: Cataloguing the Memories** |  |
|  | Refer to design process for the workshop:   1. Backward designed from the *Rational and Experiential Aims* 2. Supported by the use of a *Five-Part Workshop Template* and a complementary visual aid (PPT). BUT… it is not necessary to have a PPT.   **Protocol/Process Debrief:**  Transition to reflecting on the workshop by emphasizing that an event is not an experience until we reflect upon it. Reflection is an important phase or component of learning and mist be preserved/protected. That’s why we purposefully build-in that opportunity.  Transition to use of *Give One to Get One* protocol (pg. 3 of Working Booklet)  Invite participants individually, to reflect on this prompt: “What is a significant learning, take-away or ‘aha’ moment from today’s workshop?” and to write that in the Give One column of the chart/organizer.  Time permitting, ask participants to join up with CAMPFIRE *Learning Partner* and take turns Giving One and Getting One moment from the workshop that *stood out*.  Ask participants to thank their CAMPFIRE partner and then return to their table group.  Use a *Focused Conversation* (O.R.I.D.) to reflect as a whole group on the session. Ask participants to “popcorn” out answers.  *Objective:* Imagine this session was a sporting event or movie. Which ONE moment would you add to the “highlights reel” or "movie trailer"?  *Reflective:* a) At what point in the workshop were you MOST engaged? (In a moment, I’ll ask you when you were LEAST engaged)  b) At what point in the workshop were you LEAST engaged?  *Interpretive:* What is ONE aspect or idea from the workshop that you might want to explore further?  *Decisional:* What is ONE thing from the workshop you are committed to playing with in your own context? (consider writing it down as a commitment to yourself on your Working Booklet)  Finally, circle back to assess achievement of the *Rational and Experiential Aims*.  Use *Fist-to-Five* protocol as a barometer of the degree to which WE met the stated *Rational and Experiential Aims* of the workshop:  By the end of the workshop , we will….  *…know* some strategies and protocols and *understand how to use* them to facilitate professional learning opportunities for colleagues (RATIONAL)  …*feel* more confident about facilitating sessions with colleagues (EXPERIENTIAL)  Prompt: To what degree did WE meet a) the *Rational Aim* then…b)To what degree did WE meet the *Experiential Aim*? | TC: *Five-Part Workshop Template* |

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| **10** | **Part 5 - Closing: Packing Up** |  |
|  | Highlight three key resources (pg. 3 of Working Booklet) that support effective facilitation:   * *Groups at Work* * *Facilitating with Ease!* * *Facilitating Teacher Teams…*   Remind participants that they can access soft versions of the workshop materials at <http://bit.ly/TLLP2018> next week  Offer closing remarks and professional credo:  Some in the room may be familiar with a late-nineties, magician Val Valentino who played the "Masked Magician" in a series called *Breaking the Magician's Code: Magic's Biggest Secrets Finally Revealed* which, as the name suggests, exposed long-guarded trade secrets in the magic community.  I wouldn’t be able to do this with you today without unselfish mentors who did and still do make their practice transparent and learn-able. I like to think we're the Val Valentinos of the education world: Our work as teachers is too important and complex to keep it hidden from each other – we don’t need “trade *secrets*”; we need “shared trade *knowledge*”.  Finally, remember: “It is good to have an end to journey toward, but it is the journey that matters in the end.” ~ Ursula K. Le Guin  However, hopefully today’s journey was smoother than for this rider:  Show: *SA cyclist knocked off bike* video clip: <https://www.youtube.com/watch?v=89-yq2jlnnc>  Thank participants for their trust and active participation.  Share contact information. | Clip of cyclist knocked off bike byRed Hartebeest in Albert Falls Dam nature park in South Africa <https://www.youtube.com/watch?v=89-yq2jlnnc> |