***Facilitation plan template***

The following template is provided as a support tool during your facilitation planning and implementation. This should be adapted depending on your setting and aims of your facilitation. Remember to strike a balance between structure and being specific and action-oriented with flexibility in order to adapt to your colleagues’ needs.

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| Facilitation plan | |
| *Part 1: Aims of my facilitation* | |
| A problem or point of interest in my setting regarding educational dialogue is… |  |
| Through this facilitation I hope to achieve… |  |
| My personal and professional motivations for facilitation are… |  |
| *Part 2: Narrowing the focus, scope and goals* | |
| Through my facilitation, I would specifically like to change… | * *Hint: be as specific as possible in order to select appropriate interventions and track your success* |
| The potential barriers / limitations are… |  |
| *Part 3: Refining the model*  *\*Tip: Fill this section out following the completion of your needs assessment.\** | |
| Colleagues I will work with |  |
| Availability and frequency of meetings | * For facilitation (me):   + *E.g. I have approximately 3-4 hours per week available to spend on my facilitation and have more flexibility in planning meetings at the beginning of the week.* * For my colleagues:   + *E.g. After sending out a poll, teachers were more available on Monday afternoons to meet and have approximately 2 hours per week to spend on their inquiries.* |
| Arrangements needed for meetings | * *E.g. room booking or virtual meeting links; equipment; resources to share for weekly themes; etc.* |
| Individual teacher needs to be addressed | * *I.e. learning objectives* |
| Institutional needs to be addressed | * *I.e. What the school / institution will gain* |
| Individual teacher accessibility needs | * *E.g. Visual impairment with online facilitation* |
| Dialogic focus | * *Tip: This can be one for all teachers you are working with or can differ between them.* |
| Potential challenges and ways to mitigate them |  |
| *Part 4: Teacher inquiry results and reflection* | |
| I will document teacher inquiry results through… | * *E.g. on google drive for future reference with their permission* |
| We will discuss and reflect on the results of teacher inquiries by… | * *E.g. setting a meeting following the completion of the inquiries where teachers will be asked to share and present their findings, particularly regarding the implications of the results for them and the learners.* |
| *Part 5: What next?*  *\*Tip: Keep this section living because you will need to update it following your colleagues’ reflective inquiry results to make it more specific.\** | |
| I will support my colleagues to address the aspects that need improvement through… | * *E.g. Asking teachers to identify areas for improvement and consider ways to mitigate for them during small group work activities in a session together.* |
| I will refine my facilitation process for the next time by… | * *E.g. Reviewing my reflective log, the findings from teacher inquiries, and in conversation with my colleagues.* |
| I will supplement T-SEDA with the following methods / materials… | * *Tip: This section should be inserted once you have finished the reflective inquiries and you are at this stage of the plan.* |
| *Part 6: Reviewing lessons learned* | |
| I will look at how new actions are or are not working for teachers who have completed inquiries through… | * *E.g. I will set a follow-up meeting or individual meetings to discuss the outcome of the new actions taken by teachers.* |
| I will find out what teachers want to do next through… | * *E.g. Conversation with my colleagues and a brief survey to determine priorities and areas of interest.* |
| I will consider ways of improving my facilitation model through… | * *E.g. keeping a reflective log; speaking with my colleagues during our final session to gather their insights; sending a brief and anonymous survey to my colleagues regarding areas of improvement.* |

This resource draws on recent findings[[1]](#footnote-1) by the T-SEDA[[2]](#footnote-2) team and was developed for the MOOC titled ‘Educational Dialogue: Supporting your colleagues through facilitation’[[3]](#footnote-3).

1. Hennessy, S., Kershner, R., Calcagni, E. & Ahmed, F. (Forthcoming). Supporting practitioner-led inquiry into classroom dialogue with a research-informed professional learning resource: a design-based approach [↑](#footnote-ref-1)
2. T-SEDA is a resource that supports practitioners in developing dialogic teaching and learning and is designed for local adaptation: <https://www.educ.cam.ac.uk/research/projects/tseda/> [↑](#footnote-ref-2)
3. <https://mbrugha.github.io/course-in-a-box/> [↑](#footnote-ref-3)