

## APPENDIX K – BUILDING CAPACITY

### Facilitation Skills and Knowledge Base

#### A. Facilitation Approaches

[Adapted from: Bloom (2005). *Blended Coaching, Skills and Strategies to Support Principal Development*, Corwin Press]

<p><b>Instructional</b></p> <p>An instructional approach is a more pedagogical approach. The facilitator usually possesses experience, expertise and wisdom in a particular area. A facilitator might give direct feedback, make judgements and or suggestions as appropriate. An instructional approach draws upon a variety of traditional teaching strategies such as modeling and direct instruction and is typically embedded in facilitative conversations.</p> <p>An instructional approach is most appropriate when the team:</p> <ul style="list-style-type: none"> <li>• could benefit from professional knowledge, resources or direction</li> <li>• does not possess the knowledge or skills required for action</li> <li>• time is of the essence and immediate actions are essential</li> <li>• could benefit from personal thoughts, experiences and motivation</li> <li>• receives resources</li> </ul> <p>It is important to seek permission to switch to an instructional approach by asking questions such as:</p> <ul style="list-style-type: none"> <li>• Would you like more information about . . . ?</li> <li>• Would you like to spend some time looking at. . . ?</li> <li>• Would you like me to describe some options for you?</li> </ul>	        	<p><b>Facilitative</b></p> <p>A facilitative approach involves shared responsibility for learning. The team usually possesses experience, expertise and wisdom in a particular area and the facilitator helps to access the wisdom of the group. A facilitator might help the team explore their data their beliefs and ways of being as appropriate. A facilitative approach draws upon a variety of traditional strategies such as active listening, probing, and paraphrasing.</p> <p>A facilitative approach is most appropriate when the team:</p> <ul style="list-style-type: none"> <li>• Has a lot of data to work through</li> <li>• Has completed some initial training</li> <li>• Has the skills and knowledge to move forward</li> <li>• Has intimate knowledge of the context</li> <li>• Needs to focus or clarify their thoughts</li> </ul>
---	---	---

## B. Standards for Successful and Efficient Team Meetings (Key Principles)\*

1. learning teams should address only one topic at a time
2. learning teams should use only one process at a time
3. learning team meeting time should be interactive and engage balanced participation
4. learning team decisions should be preceded by difficult conversations during which members examine, compare and reconcile differences of opinion
5. learning teams should understand and agree on member roles (e.g., facilitator, recorder, team member, knowledge or role authority)

e.g. , facilitator: neutral, no decision making authority, helps team through a process

e.g. , role authority: principal

\*adapted from Garmston and Wellman, *The Adaptive School*, 2<sup>nd</sup> Edition, p. 65

\* See also Conzemius, A., and O'Neil J.(2002). *The Handbook for SMART School Teams :The Seven Start-UP Tasks* (p. 35-45)

## C. Facilitative Skills (Examples: Basic Moves, Seven Norms)

### Basic Moves of Facilitative Coaching\*

→listen

→paraphrase

→provide feedback

→question:

- ask clarifying questions
- use hypothetical and meditational questions

→support:

- gather and interpret data
- synthesize new learnings
- articulate plans for new actions

\*adapted from Bloom, *Blended Coaching*

### The Seven Norms of Collaborative Work\*

1. **Pausing:** Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion and decision-making.
2. **Paraphrasing:** Using a comfortable paraphrase starter, e.g., “So...” or “As you are...” or “You’re thinking...” and following the starter with a paraphrase assists members of the group to hear and understand each other.
3. **Putting Inquiry at the Centre:** Intentionally exploring the perceptions, assumptions and interpretations of others – using a pattern of pausing, paraphrasing and questioning.
4. **Probing for specificity:** Using gentle open-ended probes or inquiries such as “I’m curious about...” increases the clarity and precision of the group’s thinking.
5. **Placing ideas on the table:** Label the intention of your comments, e.g., “Here is one idea...” or “One thought I have is...”
6. **Paying attention to self and others:** Meaningful dialogue is facilitated when each group member is conscious of self and others and is aware of what she/he is saying, how it is said and how others are responding. This includes paying attention to learning style when planning for, facilitating and participating in group meetings. Responding to others in their own language form is one manifestation of this norm.
7. **Presuming positive intentions:** Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put-downs. Using positive intentions in speech is one example of this norm.

\* adapted from Garmston and Wellman, *The Adaptive School, 2<sup>nd</sup> Edition*, p. 31-39

\* See also Conzemius, A., and O’Neil J.(2002). *The Handbook for SMART School Teams: Skills and Methods of Effective Teamwork*, pp. 46-64

## D. Ways of Working Together (Examples: Tribes Agreements, Capabilities)

### Tribes Agreements

- Attentive listening
- Appreciation/no put downs
- Right to pass
- Mutual respect

### Capabilities\*

(types of 'awareness' that cue the use of skills)

Team members who are committed to the group and know that individually and collectively they affect its workings, are at the very heart of effective learning teams. Individuals have four responsibilities as learning team members

1. **Know one's intentions and choose congruent behaviors**  
(impulse control, patience, strategic listening, and strategic speaking)
2. **Set aside unproductive patterns of listening, responding, and inquiring**
3. **Know when to assert yourself and when to integrate**  
Align your energy with the purposes of the meeting.
4. **Know and support the learning team's purposes, topics, processes, and development**

\* Garmston and Wellman, *The Adaptive School, 2<sup>nd</sup> Edition*, p. 27-29

### References

Bloom (2005). *Blended Coaching, Skills and Strategies to Support Principal Development*, Corwin Press

Conzemius, A., and O'Neil J.(2002). *The Handbook for SMART School Teams*. National Educational Service

Eller, John (2004) *Effective Group Facilitation in Education, How to Energize Meetings and Manage Difficult Groups*, Corwin Press

Garmston, R. and Wellman, B. (2009). *The Adaptive School A Sourcebook for Developing Collaborative Groups*, Christopher-Gordon Publishers, Inc. Second Edition

Gibbs, J. & Ushijima, T. *Engaging All by Creating High School Learning Communities*, CenterSource Systems, LLC

ISBN: 978-0-932762-60-3

Gibbs, J., *Discovering Gifts in Middle School. Learning in a Caring Culture Called Tribes*, CenterSource Systems, LLC, ISBN: 978-0932762-51-1