

Resource sheet: Facilitation strategies for supporting professional learning

Purpose	Strategy	Procedure	Possible ICT support
Developing a shared understanding of an idea, strategy, or concept	Lotus	<p>Using a 3 by 3 grid, place an idea, statement, or phrase in the central space. In the other eight spaces around the outside, record the key points from a discussion of the statement.</p> <p>Take one of these key points and place it in the centre of a second 3 by 3 grid. Discuss this key point in more depth and record the points that arise, evidence in relation to it in your school, and possible steps or actions resulting from the discussion.</p>	<p>Consider setting the 3 by 3 grid in a Google document to capture the group's key points.</p>
	Postbox	<p>Participants respond to set questions on the idea by 'posting' their answers anonymously in corresponding envelopes or by writing on post-it notes and placing them on A3 sheets (one per question).</p> <p>Small groups are then given a set of responses to collate, summarise, and share back with the whole group.</p>	<p>Use apps such as Padlet or Linoit to collaborate on a 'wall' of responses, then have groups summarise the wall postings.</p> <p>www.padlet.com www.linoit.com</p>
	3 - 12 - 3 brainstorm	<p>In the first 3 minutes, participants think about the characteristics of the idea and write down as many as they can on separate index cards/post-it notes.</p> <p>In the next 12 minutes, teams draw three cards randomly from the pool of characteristics. Using these as thought starters, they explore the idea in more depth.</p> <p>Finally, in the last 3 minutes, the teams present to the larger group. After every team has presented, the entire group reflects on what was uncovered.</p>	

Resource sheet: Facilitation strategies for supporting professional learning (continued)

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Collaborative problem solving	Gap analysis	In small groups, participants respond to a question, statement, or issue by: <ul style="list-style-type: none"> describing the present state defining the desired state exploring the gap between the two and identifying the actions required to close it. 	Use a Google document to capture the group discussion.
	Twos to fours	In pairs, participants discuss a question, statement, or issue and formulate ideas. Each pair joins with another to expand the thinking or to reach a consensus. They report back to the whole group.	
Surfacing prior understandings of a concept or strategy	Spider chart	Select a key word or concept (e.g., diversity, engagement, inclusion). Each participant writes the word in a circle in the centre of a page. Around it, in 1-2 minutes, they write eight associations with the word ('legs' for the spider). Participants then share their spider chart with a partner and discuss the similarities and differences.	Consider using the Popplet app (computer or iPad) to create the spider web. popplet.com
Sharing understandings from research	Expert jigsaw	Groups of about four work together to unpack a question, topic, or allocated article, with each member becoming an 'expert' on it. The groups split up and new groups are formed that include an expert from every one of the previous groups. Each expert shares their understanding with the group, so that everyone gains a basic understanding of the full range of topics. If time permits, the original groups can re-form and discuss their new learning.	