TDT Facilitator Framework

Introduction

TDT facilitator framework
Framework purpose: The TDT facilitator framework has been developed to illustrate our understanding of effective facilitation of the TDT NPQ suite. This framework is intended to be used as a self-assessment and peer development tool and to inform developmental and non-judgemental conversations. To support this, a coaching tool with question prompts are included after the framework. This framework will also inform our peer development programme that is available exclusively to NPQ facilitators. **TDT definition of facilitation**: Skilful facilitation enables participants and facilitators to develop new, and refine existing, knowledge through professional conversations and engagement with the evidence base. Through the process of facilitated professional conversations, participants and facilitators develop agency for their own improvement and the ***adaptive expertise*** that is necessary to navigate complex educational contexts. This promotes individual and collective learning that: • Achieves real changes in teaching practice and leadership. • Improves pupil outcomes. • Creates better solutions to problems. • Develops new practice.

This document will continue to be improved and updated to ensure it is fit for purpose. We are always grateful for your feedback to support this process. Please contact npqfacilitation@tdtrust.org to share any feedback or organise a conversation with the TDT facilitation team.

Theoretical framing of the TDT facilitator framework

The TDT facilitator framework has been informed by Helen Timperley's 2015 literature review *"Professional Conversations and Improvement-Focused Feedback: A Review of the Research Literature and the Impact on Practice and Student Outcomes"*. The review identifies five enablers of effective professional conversations, and context as an additional enabler that forms the wallpaper for all other conditions.
Context is important because it helps facilitators to consider the individual and group learning needs, informed both by the context in which the conversation is taking place, and the wider context in which the participants are working, which will both shape the conversation.

A deep understanding of context includes considering the context in which the conversation is situated, for example on a learning platform, during a webinar or in a face to face session. It also requires facilitators to consider the context of individual participants and how this might shape the conversation, for example their professional experience and their school context.

Employing the enablers of professional conversations with a deep understanding of the context of a conversation and participant's context can create an enabling context for professional development.

"*enabling contexts are those that place high expectations on participants to improve and solve problems, and provide the support to do so*". (Timperley, 2015 p.54).

Timperley, H. 2015, *Professional Conversations and Improvement-Focused Feedback: A Review of the Research Literature and the Impact on Practice and Student Outcomes*. Australian Institute of Teaching and School Leadership, AITSL, Melbourne. Available at: https://www.aitsl.edu.au/docs/default-source/default-document-library/professional-conversations-literature-review-oct-2015.pdf?sfvrsn=fc2ec3c_0

Enabler of professional conversations	Descriptors
1. Skilled in establishing **relationships** of trust, challenge and mutual respect that develop agency for improving outcomes.	1.1 Establishes effective relationships on TDT Learn by responding effectively and regularly to participant contributions. 1.2 Creates a safe virtual space, ensuring regular opportunities for participant contributions and interactions with the facilitator and peers. 1.3 Pairs and sub-groups are thoughtfully formed to engage multiple views and varied experience. 1.4 Multiple perspectives are invited and valued; all participants are supported to actively listen to others and respect others views. Opposing views are skilfully held and participants are supported to resolve issues and evaluate the outcome for themselves. 1.5 Relationships of trust and mutual respect are accompanied by challenge and high expectations.
2. **Resources** in the form of expertise and tools are used to bring high quality information to conversations, supporting participants and facilitators to challenge each other to improve practice, solve problems and promote better outcomes for pupils.	2.1 Wider resources or expertise aligned to the framework evidence base is shared to shape conversations. 2.2 Protocols for effective conversations are used to maximise interactions, for example use of chat functions and in breakout rooms 2.3 Conversation tools are used effectively to facilitate individual and collective sensemaking. 2.4 Selected resources are personalised for the participant group. Facilitator is able to adapt tools or draw on "artefacts" for a variety of unexpected contexts that arise during conversations. 2.5 Facilitator knows which resources act as barriers and is able to intervene and guide a conversation in a more effective direction. Expertise is skilfully used to facilitate conversations which challenge participants' views, encourage deep engagement, and focus on development and problem solving.
3. Effectively uses **learning processes** that support participants to become highly metacognitive.	3.1 Ensures participants complete the summary of learning self-assessment activities and uses responses to inform conversations. 3.2 Participants are supported to reflect on how their learning from Module A (learn that…) will prepare them for learning in Module B (learn how to…). 3.3 Conversation tools such as the ladder of inference are used effectively to test hypotheses. 3.4 Participants are supported to be highly metacognitive and are able to answer the following questions individually and collectively in relation to themselves, their context and their pupils: "Where are we going?", "How are we going?" and "Where to next?" 3.5 Facilitator's approach is one that skilfully combines communicating their views clearly and honestly, together with the grounds for holding them in ways that does not assume their truth and invites and engages multiple perspectives to challenge this.

Enabler of professional conversations	Descriptors
4. Able to promote **deep transferable knowledge and skills** that are actionable in participants' context.	4.1 Specific and individualised feedback forms a fundamental aspect of critical reflection and mutual learning to develop and refine actionable knowledge. 4.2 Participants are supported to explore the implications of new knowledge from Module A (learn that…) in their current context. 4.3 Participants are supported to utilise evidence and artefacts from a range of contexts as well as research evidence to formulate and test hypotheses about a variety of educational settings. 4.4 Facilitator has deep knowledge and understanding of the framework of the NPQ being facilitated and the evidence base that has informed this, with considerable professional experience in this role. 4.5 New knowledge is collectively mobilised and individually contextualised to generate actionable knowledge for practice.
5. Promotes an **inquiry-focused and problem solving culture** that creates collective responsibility for leading school improvement.	5.1 Facilitator encourages participants to interact and engage with each other in online discussions and forums to create an online community. 5.2 Facilitator has a deep understanding of factors that improve pupil outcomes and how they can achieve this individually as well as support others to do so in their own contexts. 5.3 Facilitator is skilled in establishing and upholding group norms that enable enquiry and learning. 5.4 Embodies the "moral imperative" of improving outcomes for pupils, recognising that multiple stakeholders and viewpoints are fundamental to school improvement. 5.5 The facilitator fosters positive culture in the group, encouraging and inspiring curiosity and motivates and encourages participants to use their professional agency.

COACHING TOOL

Below is a coaching tool that can be used individually or with a peer to reflect on areas of practice you would like to develop professionally. The instructions and coaching question prompts in the GROW format below support the use of this tool.

1. Define the **GOAL.** Starting with an enabler, focus in on a descriptor and complete a box in the "area of facilitation practice" column in the tool below. The following questions can be used to prompt.
   - What would your ideal outcome be for you and your group in this area?
   - How will achieving this benefit your participants?
   - How will you know when you've achieved your ideal outcome?
   - What specific things would be happening that would tell you that? (What will participants be saying to you/each other, what will you see in their online discussions, how will you be assessing this etc.)
   - What will you be able to see in synchronous session?

2. Explore the **REALITY** of the present situation. Use the second column to describe what your current practice looks like.
   - On a scale of 1-10, where are you in relation to your ideal? What evidence are you using to inform this choice of number?
   - What have you done specifically so far to work towards your ideal? What else?
   - What challenges have you met and overcome?
   - What is working already? What else?
   - What strengths do you have which may help?

3. What **OPTIONS** do you have to improve your practice? Complete the "actions" column.
   - What strategies can you use to achieve this goal? What else?
   - What approaches have you used, or seen others use, in similar circumstances? What else?
   - What strategies from any recent training could you draw on? What else?
   - What could you do to change the situation? What else?
   - What are the benefits and pitfalls of these options?

4. What **WILL** you do next? Use these questions to decide on your next steps.
   - Which option would be the fastest/easiest/most preferred?
   - Which option would have the biggest impact on your participants?
   - What will you do, specifically?
   - When will you do this, specifically?
   - What is the first step you could take to move yourself forward in the next 48 hours?
   - What support do you need to achieve this goal?
   - Strategy X doesn't work, what has gone wrong? How can we address that?
   - On a scale of 1-10 how committed are you to this action?

Area of facilitation practice	Current practice	Actions
What does your ideal look like in practice?	On a scale of 1 – 10 where are you now in relation to your ideal? What evidence are you using to inform this choice of number?	What strategies can you implement to take you closer to your ideal?
Framework descriptor: .... Ideal outcome:	1 2 3 4 5 6 7 8 9 10	
Framework descriptor: .... Ideal outcome:	1 2 3 4 5 6 7 8 9 10	
Framework descriptor: .... Ideal outcome:	1 2 3 4 5 6 7 8 9 10	
Framework descriptor: .... Ideal outcome:	1 2 3 4 5 6 7 8 9 10	