

*Summer Seminar '06*  
*Guidelines for Peer to Peer Facilitators*



**THE FIRST DAY**

Establish Group Rapport

- Introductions of all participants.
- Ice breaker (Optional. Counting to 21 as a group, without a leader or designated counters.)
- Establish group working guidelines or “ground rules.” (Example: What behaviors do we all need to observe to make this the most productive for everyone?)
- Explain the purpose of Peer to Peer Inquiry (colleagues benefiting from each others’ experience)

Explain your assorted roles & responsibilities

- As a Critical Friend - to encourage new thinking about practice.
- As a Time Keeper - to observe protocol order and time constraints.
- As a Discussion Facilitator - to encourage input from all participants; prevent one person from dominating; resolve any disputes and eliminate confusion.
- As a Researcher - to ask clarifying questions, encourage further study and readings.

Set the Learning Context

- Ask individuals to describe briefly what they’re hoping to learn during the week.
- Remind them to feel empowered for their own learning.

**EVERY DAY**

Room Preparation

- Facilities: Is room temperature OK? Is the seating conducive for discussion?
- Is flipchart with several sheets of paper and markers available (or a clean chalkboard with plenty of chalk)?
- Is needed A/V equipment present and functional?
- Does team have any extra materials or handouts? Are their sufficient copies for the entire group?

Team Preparation

- Review team’s preparation form beforehand, especially the protocol and Inquiry Question.
- Identify how members of the Inquiry team will participate, and in which roles.
- Clarify the roles the Inquiry Team will need you to fulfill: timekeeper, critical friend, etc.

Facilitation Guidelines:

Remember your different roles and responsibilities.

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### Inquiry Session

- Allow for Introductions of Inquiry Team, and responders.
- Provide overview of the day's procedures, including a quick outline of the protocol.
- Identify and review the Inquiry Question, and write it somewhere everyone can see it.
- Remember, a complete overview of the partnership may not be necessary to understand the Inquiry Question.
- If people become confused, ask for specific examples to illustrate the point of discussion.
- If several people have many questions at once, you may decide to "stack" responses, or list the respondents in order of answering.
- If one or two people are dominating the discussion, ask for ideas or comments from other people in the room.
- If the discussion goes off topic, ask the Inquiry Team if they would like to pursue the new topic or return to the original topic.
- Offer suggestions in the form of a question, like "What would happen if ...?" or "Would it be possible to ...?"
- Keep track of time.
- At the end of key sections of the protocol, try to summarize the group's ideas.
- Remind the Inquiry Team to keep notes of important ideas.

### Reflection on Learning—Every Day

- Ask about Next Steps and New Questions for the Inquiry Team.
- Ask other group members, including any third-party observers, to share their learning experiences.
- Ask the team to share some observations with the group and to complete the "Inquiry Team Record" sheet.

### Preparation for Next Day

- Check in with tomorrow's Inquiry Team, to be sure they feel prepared. Review their Inquiry Question and protocol. Provide suggestions for what might make the experience more fluid and effective.
- Remind everyone if there is a change of time or location.

## **THE LAST DAY (an extra 30 minutes is provided)**

### Review Content Learning from the Week's Session

- What did participants learn about arts-in-education partnerships?
- What consistent themes/topics did they see emerging during the week?

### Review What Worked from the Process

- How did the format of Peer to Peer work? Did it evolve during the week?
- Are there ways in which you might use this format in your partnerships?