

## Facilitated Reflection Guide



The facilitated reflection process involves a more in-depth reflection on the implementation journey with the help of a **facilitator** (e.g., external or internal facilitators; colleague from another school, regional consortium consultant) . Accessing a **facilitator** brings an objective perspective to the conversation, and helps your district or school prepare for future steps and improve your implementation practices based on data collected.

The process involves conversations with stakeholders involved in your implementation; e.g. district and school leaders, teachers, students and other stakeholders such as trustees, parents and professional learning providers, and takes place onsite over one or two days with a facilitator.

### Tools

[Facilitated Reflection: Teacher](#)

[Facilitated Reflection: Student](#)

[Facilitated Reflection: Team Leaders and Other Stakeholders](#)

[Synthesizing Your Findings](#)

### Preparation

1. Identify the people who will participate.
2. Discuss the goals and intended outcomes of the reflection process with the facilitator. An example;

*The purpose of this process is to learn of the current stage of and make recommendations for the next steps in the implementation process. Successful implementation requires an understanding of the characteristics of successful implementation; coherence among plans and priorities, and the intentional efforts by all stakeholders to collaboratively address the essential conditions. Successful implementation is complex work requiring coherence among several plans and priorities. (A Guide to Support Implementation: Essential Conditions)*

3. Review the facilitated reflection tools and adapt or add to them as required.
4. Discuss the roles/responsibilities of the participants in the review.

## Process

1. Meet with the participants and review the purpose, process and the Facilitated Reflection Tools. Reinforce that the purpose is to establish where they are in the implementation process and reflect on next steps based on current context.
2. Develop a schedule for the facilitated reflection conversations, and arrange for permission and coverage in classrooms. The conversations will take approximately 60 minutes.
3. Provide the following examples of data for the facilitator:
  - School data that influenced the identification of the need for change (e.g., Tell Them From Me Survey, Accountability Pillar Online Report Initiative (APORI), diploma results, student and teacher voice)
  - Research that was used to support the implementation plan
  - Professional learning opportunities provided to staff
  - Resources used to support implementation
  - School or classroom data that is influencing the need for the change.
4. Provide a room for the onsite team to facilitate the reflection conversations.
5. Advise school staff and students that there will be a facilitator in the school.
6. Have each interviewee review the applicable reflection tool before meeting with the facilitator. It is not necessary to answer the questions in advance. The meeting will be more conversational than technical.
7. Provide a brief orientation tour of the school to the facilitator and discuss the purpose of the day.
8. Have the interviewees meet the facilitator and use the questions in the reflection tool to guide conversations. Interviewees should be encouraged to provide examples or stories to illustrate and support their answers. It should be expected that for some questions they will have substantial information while for others they may have none or limited information.
9. The facilitator synthesizes the findings and enters them into the Synthesize Your Findings template.
10. The facilitator meets with the team to discuss the findings.
11. The team then identifies next steps and strategies that may be used to adjust the implementation plan.

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