

Principles of Facilitated Learning

PRINCIPLE	WHAT WOULD YOU DO WHEN YOU ARE FACILITATING ADULTS' LEARNING?	WHAT WOULD YOU DO WHEN YOU ARE FACILITATING CHILDREN'S LEARNING AS A PROFESSIONAL?	WHAT WOULD YOU DO WHEN YOU ARE FACILITATING CHILDREN'S LEARNING AS A FAMILY MEMBER?
<p>1. Build authentic, attentive, trustworthy and caring relationships</p>	<ul style="list-style-type: none"> • Take the time to get to know each Participant as an individual. • Connect with each Participant in a respectful, trustworthy, and caring way, affirming that each has valuable things to contribute. • Be authentic in your relationship with Participants, not canned or rote. 	<ul style="list-style-type: none"> • Get to know each child as an individual and as a member of his or her family. • Use your body, face and voice to let children know you are paying attention to them. • Connect with each child in a respectful and caring way, affirming that each has valuable things to contribute. • Show children that you are trustworthy, will care for them and keep them safe. 	<ul style="list-style-type: none"> • Use your body, face and voice to let children know you are paying attention to them. • Show children that you will care for them and keep them safe
<p>2. Possess and use knowledge of relevant and valid content.</p>	<ul style="list-style-type: none"> • Become familiar with the content on child development, life skills and Executive Functions, you are helping Participants learn. • Share the content on child development, life skills, and Executive Functions, in knowledgeable, clear and compelling ways. • Continue to deepen your knowledge of the most relevant and valid content—research and applications of research—to further benefit adult learners. 	<ul style="list-style-type: none"> • Become familiar with the content on child development, life skills and Executive Functions, you are helping children learn. • Draw on the relevant and valid knowledge and resources in the field to become expert in specific areas of children's development and education (for example, literacy, math or science curriculum; working with children who have disabilities; or working with families). • Use content knowledge (of children's development and learning and of subject matter areas) to implement effective curriculum and teaching practices. 	<ul style="list-style-type: none"> • Continue to learn about how children develop by reading and watching how they grow and learn.

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<p>3. Build on and extend others' learning.</p>	<ul style="list-style-type: none"> • Observe and listen to Participants, individually and in groups, paying attention to what they are learning. • Ensure that you listen and observe <u>all</u> Participants—by avoiding unnecessary interruptions, not allowing some to dominate and drawing out others who may take more time to respond. • Use what you observe and hear to build on and extend Participants' learning, finding ways to connect their interests, questions or observations to new knowledge and interests. • Follow through on what Participants are learning to enable them to go deeper. 	<ul style="list-style-type: none"> • Observe and listen to children individually and in groups, paying attention to what they are learning. • Ensure that you listen and observe <u>all</u> children—by avoiding unnecessary interruptions, not allowing some to dominate and drawing out others who may take more time to respond. • Use what you observe and hear to build on and extend children's learning, finding ways to connect their interests, questions or observations to new knowledge and interests. • Follow through on what children are learning to enable them to go deeper. 	<ul style="list-style-type: none"> • Watch children to see what they are learning. • Use what you observe and hear to build on and extend children's learning, finding ways to connect their interests, questions or observations to new knowledge and interests. • Follow through on what children are learning to enable them to go deeper.
<p>4. Tailor learning experiences to others' ways of learning best as well as to their cultural and community backgrounds.</p>	<ul style="list-style-type: none"> • Provide activities and experiences that enable Participants to learn in different ways. • Invite Participants to share their own cultural and community perspectives and use this in your teaching. • Be responsive to modifying your teaching plans based on Participant's learning, cultural and community perspectives. 	<ul style="list-style-type: none"> • Provide activities and experiences that enable children to learn in different ways. • Offer choices that fit children's developmental levels, abilities, interests and cultural backgrounds. • Invite children to share their own cultural and community perspectives and use this in your teaching. • Be responsive to modifying your teaching plans based on children's learning, cultural and community perspectives. 	<ul style="list-style-type: none"> • Provide activities and experiences that enable children to learn in different ways. • Offer choices that fit children's age, developmental levels, abilities, interests, and cultural backgrounds. • Provide many opportunities for children to learn about their cultural background.

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<p>5. Engage others socially, emotionally and intellectually (SEI)</p>	<ul style="list-style-type: none"> • Provide learning experiences that fully engage Participants socially, emotionally and intellectually. • Draw the adults into a discussion of whether their learning is sufficiently “SEI”—and, if not, how together you might change that. • Be ready to modify your teaching to enhance its “SEI” value. 	<ul style="list-style-type: none"> • Look at each day and each activity to analyze its potential for social, emotional and intellectual engagement. • Use observation and reflection to see which children may need extra support in one or more of these areas. • Be able to modify activities, the schedule or materials to enhance their “SEI” value. 	<ul style="list-style-type: none"> • Provide learning experiences that involve children socially, emotionally and intellectually.
<p>6. Help others set and work toward their own goals and be accountable for what they learn.</p>	<ul style="list-style-type: none"> • Help Participants determine the knowledge they need to help them meet their own professional and personal goals. • Help Participants set goals to obtain this knowledge and experience. • Help Participants make plans to achieve their goals, work toward achieving these goals and evaluate their progress. 	<ul style="list-style-type: none"> • Help children make plans for their own learning. • Help children set goals, work toward achieving these goals, and evaluate their progress. 	<ul style="list-style-type: none"> • Help children make plans for their own learning. • Help children set goals, work toward achieving these goals, and evaluate their progress

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<p>7. Foster analysis, reflection and critical thinking.</p>	<ul style="list-style-type: none"> • Use guided dialogue and other strategies to encourage Participants to think critically about, challenge, analyze, evaluate and revise their own assumptions in light of what they are learning. • Help Participants learn like scientists, creating hypotheses and testing them against what they are learning. • Help Participants discern the difference between bias or misinformation and valid information. 	<ul style="list-style-type: none"> • Help children look closely at objects and experiences in their world, asking “what,” “why” and “how”—nonverbally and verbally. • As children get older, use guided dialogue and other strategies to encourage children to think critically about, challenge, analyze and evaluate and revise their own assumptions. • Help children learn like scientists, creating hypotheses and testing them against what they are learning. • Help children begin to discern the difference between bias or misinformation and valid information. 	<ul style="list-style-type: none"> • Help children look closely at objects and experiences in their world, asking “what,” “why” and “how”—nonverbally and verbally. • As children get older, encourage children to think critically about, challenge, analyze and evaluate and revise their own assumptions. • Help children learn like scientists, creating hypotheses and testing them against what they are learning. • Help children begin to discern the difference between bias or misinformation and valid information.
<p>8. Help others practice, synthesize, generalize and share what they have learned.</p>	<ul style="list-style-type: none"> • Engage Participants in discussion of the practical implications of research for their day-to-day lives with children. • Involve Participants in trying out what they have learned with children. • Help Participants be reflective about their efforts to try out what they have learned—what worked, what didn't and why? Help them synthesize these lessons learned. • Help Participants strengthen what they are learning by teaching it to others. 	<ul style="list-style-type: none"> • Help children see the bigger picture—generalize what they are learning. • Give children many opportunities to try out and test what they are learning. • Help children strengthen what they are learning by teaching it to others. 	<ul style="list-style-type: none"> • Help children see the bigger picture—generalize what they are learning. • Give children many opportunities to try out and test what they are learning. • Help children strengthen what they are learning by teaching it to others.

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<p>9. Be a model of curiosity and continuous learning.</p>	<ul style="list-style-type: none"> • Be an ongoing learner as well as a teacher. • Make your interest in and enthusiasm for what you are teaching visible to Participants. • Share your own continuing professional journey as an educator—without dominating the learning of others. 	<ul style="list-style-type: none"> • Be an ongoing learner as well as a teacher. • Make your interest in and enthusiasm for what you are teaching visible to children. 	<ul style="list-style-type: none"> • Be an ongoing learner as well as a teacher. • Make your interest in and enthusiasm for what you are teaching visible to children.
<p>10. Build connections among others so that they actively learn from one another's perspectives and experiences and become a community of learners.</p>	<ul style="list-style-type: none"> • Help Participants be ongoing self-directed learners with interests they care deeply about. • Intentionally structure adult learning to build relationships among pairs of learners, small groups and the whole group. • Ensure that adults learn to listen to and talk with one another, identifying ways they can continue to learn from each other. • Work toward creating an ongoing community of learners. 	<ul style="list-style-type: none"> • Help children become ongoing self-directed learners, with interests they care deeply about. • As children become more verbal, guide them in learning to listen to and talk with one another, providing many opportunities for them to share their ideas in class activities. • Create communities of learners, pairing children so that they work with and learn from each other in everyday ways. 	<ul style="list-style-type: none"> • Help children become ongoing self-directed learners, with interests they care deeply about. • Help children find others from whom and with they can learn.