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Chapter 10: SHARMED training: design and practice

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Abstract: This chapter presents the common training program employed across three European countries during two years of the SHARMED project. It explains the SHARMED training framework, explores training phases and confirms the educational parameters that informed training schedules. The SHARMED training model was designed to encourage informed engagement of schools, teachers and students in facilitative dialogue - an active form of dialogic pedagogy designed to promote capability to support children's participation. In addition, this chapter identifies the range of training resources developed from the evidence provided by research activities in classrooms. This chapter reports on the development of the SHARMED Massive Open Online Course (MOOC) and the SHARMED 'Train the Trainer' Guidelines. Both of these final outputs are on open access to European practitioners and this chapter provides web addresses for both.

Key words: Training, VAK Methodologies, Facilitators, Reflection, Practice, MOOC,

10.1 Introduction

One of the objectives of the SHARMED Project was the development of a comprehensive training programme to support the use of facilitation in educational settings. In this chapter we explain the methodological foundations that underpin SHARMED training and describe the range of training resources developed from the evidence provided by the research activities in the classrooms. The SHARMED training model was designed to promote the understanding and use of facilitation as an active form of dialogic pedagogy- promoting capability to support children's participation. More specifically, to support the status of children as authors of narratives based on personal or cultural memories and as legitimised sources of knowledge.

Crucially, this chapter illustrates how the SHARMED training model is a training programme *for* and *with* participants in all of its phases, framed around a continuous process of self-evaluation and self-reflection. By enabling continuous evaluation SHARMED training encourages teachers and practitioners to challenge themselves through reflection and experimentation. This model of training uses a practice-based format, not least because if traditional teaching practice is to be enhanced by the practice of facilitation, then training should provoke change that is understood and owned by those seeking to make that change.

10.2 The SHARMED philosophy as a focus for the development of training

The SHARMED Project was based on the idea that visual materials selected and produced by children could serve as a trigger for the construction of narratives in the classroom. Sharing and co-constructing narratives based on similarities or differences across personal and cultural memories could help children build awareness of ‘the other’, learning about, with and from others. Key to the success of the project is the promotion of the production of narratives, which assigns a very important role to the adult(s) as facilitators of narratives and interactions in the classroom. The analysis of interactions discussed in the previous chapters suggests that facilitative actions can successfully prompt the production of narratives while prioritising children’s agency and self-determination.

The design of SHARMED training was therefore committed to provide teachers and adults with the tools (Figure 10.1) to trigger participants’ narratives of personal or family memories, encourage the authorship of stories and the dialogic exchange of knowledge between children. The training programme focuses on the presentation of the facilitative actions that, based on the results of the research, prove to be effective in promoting children’s agency as authors of narratives, as producers of knowledge.

Figure 10.1 Facilitator Toolbox

The philosophy of SHARMED training recognises that learners engage with learning in unique ways moving between a combination of preferred learning styles, experiences and perceptions. This philosophy is in effect, driven by the acceptance of the value of combining visual, auditory, and kinaesthetic (VAK) methodologies together. In particular, the VAK philosophy is designed to enhance cognitive, tactile and sensory learning styles (Coffield et al., 2004; Pashler et al., 2008). The facilitator’s

toolbox identifies the combination of pedagogical concepts that underpin SHARMED training and which is delivered via multi-modal activities and resources.

SHARMED training seeks to provide a wide range of learning opportunities through experiential learning, as well as meet a varied range of learning abilities. The VAK methodology was deemed as coherent with the SHARMED Project because it exposes participants to different ways of learning and most importantly recognise that learning may often be a result of a combination of VAK learning styles. The VAK methodology aims to enable participants to both respect and value the different life and learning paths taken by other participants. It empowers participants to learn empathically and structurally through contributions of others as narrators, irrespective of the learning style of either the listeners or the narrators.

The application of VAK methodology throughout the training programme is designed around notions of repetition, reiteration and reformulation. The SHARMED training programme combines VAK learning styles through frequent and repeated use of, for example, photographs and videos, alongside the use of written materials designed to support understanding of key interactions. This approach helps to aid visual learning opportunities and to also support the development of different types of memory aids, such as, taking notes, drawings, reflecting through quizzes, the use of collaborating groups, ultimately encouraging participants to engage through the use of any, or all VAK methods.

The centrality of narrations for the SHARMED project is reflected by the VAK methodology's commitment to auditory learning methods. In the training programme this includes the importance for learning of both internal (lips moving soundlessly) and external forms of dialogue. The programme design recognises the importance of tone and rhythm as well as content in auditory learning styles and ensures access to auditory learning through pace and structure of all forms of communications. The needs of auditory learners are also met through focused interactions, collaborating discussions and question and answer synthesis linked to and making other forms of VAK learning methods more accessible.

Finally, kinaesthetic forms of learning are implemented through conditions and environments that enabled movement around and in unison with others as well as the opportunity to learn through an individual approach or hands-on experience. By planning kinaesthetic opportunities, the training programme aims to ensure that 'touch learning' was accessible - recognising its value as an aid to improving concentration and information retention. Ultimately, the VAK methodology provides a

creative although well-structured programme of training, enabling visual-spatial, auditory-percussive and kinaesthetic-channel forms of learning to coexist in non-linear approaches for constructing learning and interactions among diverse communities.

As indicated throughout this volume, facilitation is a form of communication that aims to change the hierarchical distribution of epistemic authority between the adult-children interaction. Facilitation aims to enhance children's agency and children's actions that display their agency. It also enhances and promotes dialogue, as a specific form of communication in which adults' actions support children's self-expression, take children's views into account, involves them in decision making processes, and shares power and responsibility with them. The SHARMED Project was designed to focus on this perspective of facilitation as a feature of classroom practice and the research findings presented in this volume emphasise significant differences between the role of facilitation and the traditional role of teaching.

Facilitation as the focus of the SHARMED training programme is designed to be the antithesis to the traditional style of teaching. Traditional teaching undertaken within educational structures and systems aim to transmit knowledge that guides the student towards a goal (Bantock, 1970; Sternhouse, 1983; Kitchen, 2014). In traditional classrooms, authority and power are structured into classroom interactions with "teaching" as the prerogative of the teacher. Bantock (1970:19) argues that the student/learner "has no authority outside of himself". In his work "Authority and the Teacher", Kitchen (2014) argues that the authority of a teacher should be absolute in education. He suggests that this is necessary for success given that the mission of teaching is to spread knowledge across generations. For Kitchen, traditional approaches to teaching focuses on the need to learn and in his perspective the motivation for a child's participation is based on the authority of the teacher and pleasure to be gained from learning. Authority and pleasure being the two resources that the traditional teacher must be able to generate in order to help children to learn (Kitchen 2014).

By contrast, research findings from the SHARMED Project demonstrate the importance of the role of facilitation in classroom practice and signals that facilitative interactions between adults and children in classrooms are very different from traditional interactions commonly used in teacher-centred approaches. While traditional teaching aims to impart specific knowledge so that learning can be achieved, tested and used for specific goals (James & James 2004; Wyness 1999), classroom facilitation

aims to create an environment where all participants share knowledge and experience and build personal and collaborative narratives. Participants are knowledge holders and respected as equal partners during facilitation (Baraldi 2014a, 2014b; Baraldi & Iervese 2017; Hendry 2009; Wyness 2013). Facilitation evolves and unfolds powerfully when 'real' listening, respect and 'want' underpin interactions. It is within this process of engagement, negotiation and emerging awareness and, *emergent listening* (Davies, 2014) within peer interactions that SHARMED facilitation is positioned.

Teaching and facilitation share some goals but their pedagogical foundations and the very concept of the child differ widely. Facilitation is not used to teach but rather to learn together, to listen, interact, marvel, empathise, find out, ask and be with children. In SHARMED training facilitation is about creating a community of dialogue, by talking *between*, rather than talking *with* or even *to* each other. Thus facilitation aims to promote the participation of children who are seen as autonomous and expert storytellers, narrators of their own life story, experiences and identity.

In the SHARMED training programme the image of learners and learning relationships, do not only pertain to children but also to adult participants. Adult participants are considered as autonomous and experts in their own professional field, and recognised as legitimate authors of valid knowledge. They are therefore expected to be more than recipients of trainers' knowledge; they are expected to be active participants and contributors to the training. These expectations enable a transformation of participants' knowledge and experiences as an asset for training, and a resource for reflective learning (Gibbs, 2015).

The philosophical underpinnings of the reflective design of the training are inextricably connected with the active participation of trainees as shown by the constant invitation presented to participants to explore and share their professional position and their ideas regarding facilitation. This invitation is accompanied by the promotion of discussions between trainers and trainees concerning the position of children in educational contexts. Choosing to use facilitation implies a vision of children as autonomous and expert storytellers, "narrators" of their own life story, experiences and identity. This requires robust conceptual processing and transcendence from participants during training, who are supported in exploring their position in the context of intergenerational relationships and how this intersects with the practice of facilitation (Gibbs, 2015). This exploration takes place at the level of interactions: (Alanen 2009; Qvortrup, Corsaro & Honig, 2009; Farini 2011; Baraldi, 2012; Baraldi & Corsi, 2017) and across several themes:

- 1) communication, facilitation, children's narratives;

- 2) critical evaluation of the position of children, teachers and facilitators, considering the influence of curricula and teaching routines;
- 3) how the actions of adults can open or close spaces for the active participation of children;
- 4) translating facilitation into practice,
- 5) critical reflection on the use of facilitation within educational contexts that influence the way children's voices and narratives are supported, or not.

The SHARMED training model promotes facilitation as the soft skills, such as listening, engaging, questioning, comparing, and reflecting during peer-to-peer interactions designed to open up dialogic discussions that invite children to share personal stories or create shared memories with each other. In this context, facilitation aims to stimulate inclusive participation and self-sharing, even when carried out among children who do not share the use of a language.

10.3 The methodological foundations of SHARMED Training

The SHARMED training programme is designed to be flexible with all participants contributing as co-authors in line with the philosophical and methodological foundations of facilitation across the SHARMED project. There are six methodological foundations of SHARMED training:

1. Promoting facilitation as a 'community of dialogue';
2. Setting classroom conditions that promote facilitation;
3. Using a practice-based format;
4. Enabling reflection as 'a priori' to practice;
5. Focus on building collaborative relationships;
6. Using evaluation as a means to maintain momentum.

In addition the training programme adopts the project methodology in its use of photography and invites participants to use photographs and photography in innovative and creative ways as tools for promoting individual and collective memories.

Facilitation as a 'community of dialogue'

The SHARMED training programme aims to break down the concept of facilitation into manageable areas. The programme enables participants to explore the concept of facilitation in classroom practice and to critique and evaluate ways in which they already provide educational interactions that

would, for example, invest in inclusive relationships across a diverse group of children. This training programme models facilitation through its opportunities to reflect *in* and *on* action to achieve greater flexibility and adaptability throughout the training process. This modelling of facilitation enables the training programme to operate in conditions of diverse interactions, increasingly complex interactions and to be able to transform the area and scope of participation to ensure inclusion. Facilitation within educational contexts are continually explored during the modules that make up the training for teachers - considering the ability and impact facilitation to promote voices, expression, role and spaces belonging to children.

Setting classroom conditions that promote facilitation

SHARMED training emphasises the importance of the classroom challenge by, for example, recognising that the skills and relationships needed to be a facilitator within a teaching environment does require a change of role and a change in the traditional expectations underpinning teacher/student interactions. From the point of view of relationships in the classroom, the use of facilitation implies a gradual process in which the role of the teacher (charged with power authority linked to responsibility in the school context) changes into the role of facilitator and demands instead authority and responsibility to produce knowledge is shared by all those who participate.

It can be an exhausting process and sometimes a confusing one for both teachers and students and therefore building the conditions to support resilience in the classroom is a key feature of facilitative pedagogical practice (Joslyn 2016). For example, in the context of a classroom where communication is usually guided by a traditional teaching style, a change of mode and pace to facilitative pedagogical styles can provide a more supportive environment that promotes confidence and educational resilience. The management of alternating speakers and conditions of limited resources are just some examples of the complexities to be considered at the 'interior of scholastic classes' as they move between traditional teaching approaches and facilitation.

In order for the practice of facilitation to remain consistent with its own assumptions and to be effective in promoting the active participation of children, the facilitator must develop skills that enable them to transition from traditional classroom teaching styles to facilitation practice in classrooms, for example:

- To know how to activate the facilitation;
- To know how to respond and interact during facilitation;

- To know how to promote or instigate dialogue and spaces that enable and respond to children;
- To know how to follow children's initiatives;
- To know how to interact with complexities presented in the classroom;
- To develop conflict management strategies;
- To incorporate intercultural communication through interactions and dialogue initiatives.

All these aspects are an integral part of the modules that make up the SHARMED training.

Using practice-based formats

SHARMED training promotes an active role for participants using discussions and critiques and relies, in part, on participants recognising that the skill to transform modes of interaction requires personal flexibility, resilience, emotional investment and a willingness to challenge well-established practices (Gibbs, 2015; Allen et al, 2019). To bring about change within one's practice and to challenge what has always been done (habitual practice) will always require emotional labour and personal qualities of the individual (Hoschild 1983; Williams 2002; Allen et al, 2019). For instance, all SHARMED training activities encouraged reflection, self-assessment and discussion so that personal and professional reactions in relation to teaching and facilitation could be shared. SHARMED training recognises and promotes the contributions of the participants, considered holders of knowledge and experiences that can enrich the meanings of the training itself. As trainees interact not only with the contents but also with the communicative style of the SHARMED training, participants gain direct and personal experience facilitation. Thus, nurturing learning that will be useful later in the training when each participant assumes the role of educator for others. Throughout the training, participants will be involved in practical exercises and so will be able to draw on personal experience as well as their knowledge of the concept of facilitation, its aims and the educational practices that can derive from it.

Enabling reflection as 'apriori' to practice

SHARMED training supports participants to foster sustainable conditions that would assist them to maintain and build the skills of facilitation and employ independent reflections on the theory and practice of facilitation. The SHARMED Project emphasises reflection *in* and *on* action (Schön, 1987) and, cognate to that, the training model supports participants to evaluate what can be changed in real time (in action) and what could be changed in the future. Participants are enabled to reflect on prior objectives alongside the implementation of interventions whilst reflecting on cultural presuppositions

(on action) that may frame these objectives and actions. Reflective practice is recognised as critical in providing regular opportunities to discuss, learn and change practice and cultural assumptions, what Schön (1987) elegantly defines as *professional artistic ability*.

Using evaluation as a means to maintain momentum

SHARMED training is not only based on the results of the evaluation of facilitation in action but is also based on continuous self-evaluation, undertaken through the different stages. Self-evaluation throughout SHARMED training was provoked using reflective engagement and SWOT (Strengths, Weaknesses, Opportunities and Threats) analyses. SWOT analyses were used to aid evaluation the progress of facilitative actions and these were regularly discussed as a feature of training activities.

SWOT analysis is commonly used in a business context to enable organisations to undertake strategic planning to enhance productivity, deployment of resources and management responsibilities (Learned et al. (1969). SWOT analysis is a respected strategic tool to support personal, professional and academic reflection and change making opportunities (Glaister and Falshaw; 1999; Helms and Nixon, 2010; Alan et al 2019). When used within education SWOT analysis enables exploration of daily practice to be probed, celebrated and/or changed.

In this training context, SWOT events were used to provoke in depth analyses of complex practice environments and to consider favourable and unfavourable challenges that either prevent or enhance goals and priorities. SWOT analyses were undertaken at macro levels to strategically plan and manage training goals and, at micro levels to analyse facilitation leadership and professional responsibilities in practice (Hofer and Schendel, 1978; McDonald, 1999; Kotler, 2000). SWOT analyses were an important tool for evaluation throughout SHARMED training and every SWOT event enabled examination of the complex layers that impact on the practice of facilitation in the classroom.

SWOT analysis was also helpfully a tool for reflection on the realities of participant's teaching practices and on the eventualities of employing facilitation in the classroom. In most cases, modules provide further opportunities for reflection on the use of facilitation in educational settings and were designed to encourage reflections on existing and new skills, existing and new risks and short-term and medium-term opportunities. In effect, participants were encouraged to assess their personal and professional strengths, risks and opportunities in relation to change in their own practice.

10.4 A multi-phased training

SHARMED training was conducted in two phases - positioned at the beginning and at the end of the project. The first phase was delivered before any planned classroom activities and included initial face to face training of teachers and practitioners of participating schools to introduce the project aims and the underpinning concepts. A second component of phase 1 was the development of a Phase 1 Massive Open Online Course (MOOC), focused on the theoretical foundations of the project, in order to secure teachers' understanding of the scope of the activities in the classrooms. For the project, training via a MOOC was designed to take advantage of the absence of timing constraints and to develop tools for self-learning, reflection and evaluation. The Phase 1 MOOC was designed for the participating teachers but opened to the general public through the e-learning platform EduOpen.

As with the first phase of training, the second phase was delivered both face-to-face and via a redeveloped Phase 2 MOOC. The second phase was delivered after the end of classroom activities and was designed to support educational professionals in the use of facilitation as a form of innovative pedagogy. An additional aim of the second phase of training was the delivery of guidelines to support trainees who wish to train others, securing the sustainability of the project.

Phase 1 of SHARMED training

The first phase of training was provided at the start of the project and before the implementation of SHARMED activities in classrooms. This initial training was first delivered face-to-face either in schools or at agreed venues, supplemented by the Phase 1 MOOC designed as continuous professional development (CPD). This initial phase of the training was designed to introduce teachers and school staff to the SHARMED Project, to its underlying philosophy, aims and its VAK methodologies. Face-to-face training ensured partner schools and staff had physical opportunity to engage with material and trainers whilst MOOC training and resources provided support to a wider audience. The main aim of this phase was to provide the opportunity for participants to engage with the facilitative methodology

and with the concepts and principles that underpin the SHARMED Project. Both face-to-face and online training used visual, auditory and kinaesthetic learning.

Phase 1 training modules addressed the following areas;

- 1) Interactions at school
- 2) Facilitation & dialogue
- 3) Intercultural communication
- 4) Narratives & memory
- 5) The use of photography
- 6) The use of visual materials;
- 7) Memory and story telling
- 8) The use of new technologies.

In this initial training, visual materials and in particular photographs were promoted as the key artefact to be used to encourage and capture the narratives of children. Photographs were introduced as the preferred mechanism for enabling children to share their life experiences by triggering personal or family memories. It was also stressed at this phase that other physical artifacts were not to be excluded if children choose to present or talk about something different. More detailed explorations of the underpinning concepts of the SHARMED project was a fundamental feature of the Phase 1 MOOC - providing opportunity and guidelines to engage with the concepts relating to facilitation. The development of the facilitative pedagogy and associated project activities were strengthened through the use of a multimedia archive with photographs, videos and texts, to promote exchanges among the classrooms and dissemination in European countries.

The phase 1 MOOC was published on the e-learning platform EDUOPEN (https://learn.eduopen.org/eduopen/course_details.php?courseid=112)

Phase 2 of SHARMED training

The second phase of the training was designed to provide participants with the most effective tools to support children's agency as authorship of narratives. The contents of the training were underpinned by the evaluation of the SHARMED activities, that enabled to identify the most effective facilitative actions as well as possible problems related to the use facilitation. This second phase of

training emphasised sustainability and dissemination of facilitation as innovative form of dialogical pedagogy. Phase 2 comprise of:

1. Development of a Phase 2 training package (following on from Phase 1)
2. Phase 2 training package – implemented as a pilot to inform the final project MOOC
3. Development of a final project MOOC Programme for CPD
4. Production of ‘train the trainers’ guidelines

The development of the Phase 2 training package was based on data collected (after Phase 1 training) on the observation of facilitation and interactions which took place empirically in the classroom. The second phase of training was developed as a modular training package to continue to examine the most important aspects of the practice of facilitation.

Importantly, the Phase 2 modular training was piloted and tested during face-to-face training delivered to a selected number of teachers and participating schools. The pilot training was implemented in the form of face-to-face delivery for the benefit of the volunteer teachers with the primary purpose of allowing the collection of feedback useful for developing the final project MOOC and for the development of guidelines to frame training of trainers materials. The pilot training took place in the schools involved in the research and was offered flexibly depending on the needs of each school as well as on the specificities of the national contexts. Organised in a modular form, and using VAK principles, the face-to-face pilot training tested the effectiveness of different modules intended to be part of the final project MOOC programme.

Based on the feedback received and evaluation of observations from the Phase 2 training pilot package, a final project MOOC was developed and is offered via a trilingual project MOOC, aimed at:

- (1) Spreading innovation pedagogy produced by the project at European level;
- (2) Promoting Personal Learning Networks (PLN) adapted to the needs and interests of each individual participant.

At the end of the final project MOOC training programme, participants have the opportunity to assess their own learning experience using an online quiz leading to the possibility of a certificate for continuous professional development (CPD). The final Project MOOC is modularly structured and contains all 8 modules from Phase 1. Each module is organised as follows:

- presentation of key concepts,

- discussion by the trainer of exemplary transcripts and video examples,
- self-assessment of learning.

Consistent with the needs of distance learning, the final project MOOC provide educational flexibility and on completion of all modules and a self-assessment exercise the final project MOOC is designed to issue a completion CPD certificate that can be printed by the participant. The final project MOOC is accessible at <https://www.sharmed.eu/uk-international/learning-platform/mooc>

The final stage of Phase 2 training was the production of guidelines for ‘train the trainer’ activities designed as a handbook to support facilitators to train peers who wish to use facilitative pedagogy within their classrooms. The guidelines can be used independently of the MOOC and represent an agile manual that can be printed and kept at the disposal of teachers and practitioners irrespective of the educational context. Alternatively, these guidelines can be used as a complement to online training and consulted to support all modes of training. The ‘train the trainers’ guidelines is therefore very useful to leaders and stakeholders who are interested in accessing online resources that can support training that enhances inclusion and promotes diversity and multi-culturalism. These guidelines allow facilitators to take an active role not only in their own learning, but also to develop the skills to support the learning of others in challenging learning environments. The full SHARMED guidelines for ‘training the trainers’ can be accessed at <https://www.sharmed.eu/uk-international/guidelines/guidelines-for-sharmed-like-projects>

10.5 The contents of training

The topics of the final version of SHARMED training cover the fundamental aspects of the SHARMED project and concern the practical use of facilitation in the classroom as a form of innovative dialogical pedagogy. The contents of SHARMED training are articulated in its modular organisation as follows:

Module 1 introduces the SHARMED project and explores the meaning of key concepts such as facilitation, narratives, identities. This module also includes a discussion on the use of photography to promote narratives related to individual or family memories. Module 2 introduces the characteristics and traits of the facilitative action category included under the "activation" label. The concept of activation can be explained as part of the facilitation process and as a concept in its own right. This module explores among other features, the skills and knowledge needed to activate children's narratives and the environmental conditions that support facilitation and the needs of children in these contexts.

Module 3 discusses reflection and feedback actions. In this process, for example, the notion of minimal action is considered as a frequent way to provide feedback to facilitators' actions and, in the SHARMED perspective, of great importance for facilitation. SHARMED facilitation is an example, where minimal responses (i) support children's active participation and storytelling and (ii) recognise the importance of stories and comments of children. This module also recognises that sometimes the action of feedback has to take more elaborate forms.

Module 4 is about the personal contributions of facilitators. The actions of facilitators are obviously not limited to activation (Module 2) or feedback (Module 3). This module discusses how facilitators can provide other forms of contribution to support ongoing narratives, to make them more complex, to extend the area of participation.

While modules 2, 3 and 4 are focused on facilitators' initiatives, facilitation training would not be complete without considering another pivotal aspect, namely the reaction to children's initiatives that are not solicited by the facilitators. Module 5 further develops the focus on children's initiatives by discussing the management of children's action that not only are not prompted by facilitator's action but also represents unexpected variations. The module focuses on the switch from traditional teaching to facilitative support to develop skills for when children act unpredictably. These issues were shown to be some of the most important within the training programme. This question is also very important within the SHARMED perspective where facilitation aims to promote action and acting most particularly in response to children's initiatives. This module discusses two broad categories of reactions to children's initiatives: coordinating children's initiatives and managing the situation when children interrupt the ongoing conversation to ask questions or make comments. Through modules 1-5, the training covered the major actions through which participants can develop a deeper understanding of facilitation. These modules also seek to demonstrate how several facilitating actions are intertwined in a number of interactions, rather than taking place in isolation.

Module 6 is designed to give participants an understanding of the complexity of facilitation in relation to the combination of its most recurrent actions, that is, invitations, questions, minimal feedback, formulations, personal stories, personal comments, appreciations in complex, longer, sequences of interaction. Module 7 deals with the topic of conflict management and other facilitation challenges. This module discusses how facilitation actions can be used both to empower children as conflict managers and to promote healthier relationships by sharing narratives towards better mutual understanding. The module also addresses the failure of facilitation in promoting the active participation of children, in particular not supporting them effectively in the production of interactions/narratives, pointing to the way certain types of sequences that indicate the probability of failure in the facilitation.

Module 8 explores how facilitation can support narratives which, in turn, can allow for the representation of cultural issues, leading to the social construction of difference and identity. This module considers how intercultural narratives promoted by facilitation are examples of small cultures, because they are a product of contingent interactions rather than being essential components of children's personalities.

10.6 A reflective training

The SHARMED training model mirrors the SHARMED project in that it is designed around the premise that memory, individual and collective, is a fundamental human asset and can be the cornerstone of shared experiences. This model, as a mechanism for professional development, is designed as a genuine social process (Moyles 2006; Cable and Miller 2011; Nutbrown 2012; Siraj and Hallet 2014; DfE 2017) crafted around individual and collective engagement that respects the importance of history and memory. The momentum built into the model rests with the actions and reactions of participants involved in social exchanges which in turn creates the influence that drives the passion and collaboration of social interactions as these evolve (Dewey, 1966; Bolton 2010; Colwell 2015; Lindon and Trodd 2016). The momentum for social collaboration is both fuelled and sustained by the levels of actions and reactions within a structured, but not contrived, space.

Reflectivity was promoted throughout all stages of SHARMED training using a variety of VAK activities. For instance, SWOT analysis, development plans, reflective questioning and discussion enabled examples of facilitation to be analysed. Video examples of facilitation in action offered opportunity to observe and compare facilitation/facilitator tools and strategies. Video footage captured insight into how facilitation is i) introduced ii) engaged with iii) and evolves. Observation and discussion activities offer space to reflect on teacher/child interaction and communication; responses; engagement and participation. Space to explore and evaluate teaching styles can enable habitual practice to become visible through the act and art of self-reflection and translation of outcomes (Allen et al., 2019; Gibbs, 2015).

The RARA Key model (Scollan 2009) in Figure 10.2 illustrates how professionals modify or focus their thinking during reflective practice to make changes when introducing facilitation. The model developed from research with early childhood professionals, systematising data collected through interviews and reviews of professionals' reflective journals (Farini and Scollan, 2019). The RARA Key model describes four stages of reflection for professionals working with and for children: 1) Recognise 2) Adjust 3) Review 4) Act and can be applied to SHARMED training as it provokes participants to

consider how and why facilitation differs from traditional teacher-centred approaches and how the value of different kinds of relationships can be harnessed within the school and classroom environments (Table 10.1). Participants are encouraged to embrace reflective dialogue, encourages authorship of personal narratives and uses critical self-evaluation of all stakeholders throughout the various stages of the programme. At all stages within this model, participants are invited to critically and continuously analyse the structure and process of facilitation and provoked into series of reflections on how classroom interactions relate to their aims for facilitation in their practice.

Figure 10.2 The RARA Model of reflection (Scollan 2009)

Table 10.1 Example of initial reflections

| | | If facilitation is introduced into the classroom environment what might be done differently and why? | Reflect and self-audit communication and engagement styles |
|------------------|--|--|--|
| Recognise | | Recognise aspects of interactions used to engage children that may need to adjust or change when introducing facilitation. (self-assessment & reflective stage) | Example: How does the adult invite or engage children to communicate or talk about their knowledge or personal experiences during facilitation? How might this differ to traditional teaching? |
| Adjust | | What action(s) or teaching approach might need to adjust if facilitation is to be engaged with? Why? (planning to adjust stage) | Example: Adjust expectations or interpretation about i) children's knowledge & capability ii) classroom routines or boundaries during facilitation to indicate difference between teaching/facilitation activities or outcomes. |
| Review | | Change needs to happen (although if change is not possible or is not working, there is a need to explore why?) | Example: Facilitation did not work the way I expected. Children were not participating, they seemed to be waiting for the usual 'hands up' to engage during |

| | | | |
|---------------|--|---|---|
| | | Evidence or an example from practice is helpful to evaluate. (critical thinking stage) | the activity... how do I work with children to promote and evolve facilitation? What do I need to do differently? Or Maybe, I didn't change what I usually do in the classroom, so how should I signal a change of approach? What non verbal cues or communication style can be used to signal a change in approach? |
| Action | | Change is happening or has happened ...but how did change actually happen and how did facilitation evolve? Reflect in action (during the activity) or on action (after the activity) (Schon, 1987). Discuss changes with children and colleagues. For example, share reflections and views about how facilitation was experienced (evaluate, listen and do stage). | Example: Gague reactions to facilitation. Encourage children to share their reactions about the use of facilitation. Teachers/facilitators reflect and share reaction towards classroom change and outcomes. For instance, focus on classroom dynamics, connections and relationships. |

10.7 Conclusion

The training for the use of the facilitation offers a vision of the complexities of the facilitation itself. However, SHARMED training offers something more, that is, a vision of what happens when children are recognised as equal rights holders and participants with epistemic status in educational interaction. The SHARMED activities and research outcomes that underpin training has captured the voices, the fun but also the leadership of children during the facilitation activities. Developed from research data, the training was built to support teachers to reflect on the implications of facilitation for their professional practice, as well as to support them in using facilitation as a form of communication capable of generating learning whilst at the same time elevating children to the role of co-authors of valid and important knowledge through their contributions during educational interactions. SHARMED training delivery mirrors the training content.

These are important objectives that can lead to significant pedagogical innovation and it is for this reason that much attention has been paid to the development of the training resources presented in this chapter, both those to support face-to-face training and those in support of distance education. SHARMED training options intend to represent the realities of current day teaching shifts and needs. Training can be engaged with in situ, via MOOC for distance training and, interacting with guidelines for trainers. Options are available to all those interested in using the facility as an educational practice, but also to all those interested in becoming, trainers of trainers, to change the protagonists of Educational systems in the direction of pedagogies centred in, and on, children's rights.