

Facilitating Professional Learning

Facilitating Professional Learning - SHARE Process

As noted over the past few weeks, in many school and centre settings, teachers want to enhance their capacity to share their ideas about teaching, learning, and leading. In 2002, Deborah Bambino and Lois Easton in two highly-informative articles published their ideas on protocols designed to facilitate professional conversations and collaborative sharing among teachers in school settings. In a more recent article, Lois Easton (2008) called for a much greater emphasis on professional learning within school settings and provided a number of excellent suggestions on how teacher collaboration could contribute to that shift. More recently in 2009, in their fine monograph entitled, *Becoming a Learning School*, Joellen Killion and Patricia Roy extended the above ideas and suggested a number of practical strategies to enhance teacher collaboration and professional learning.

SHARE – A Collaborative Learning Group Protocol

Based on the above ideas and my ongoing commitment to the development and use of acronyms, I developed the SHARE acronym to remind people of the key steps in the teacher sharing process. The following SHARE protocol has been used with a wide variety of groups and people report that it has enhanced the quality fo their professional converstations.

SHARE

Select a relevant learning or leading activity

Highlight the key aspects of the experience

Ask clarifying questions

Reflect on the activity

Evaluate the lessons learned

Let us consider each of the steps in the SHARE process:

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Select a relevant learning or leading activity: The presenter selects a learning or leading activity to share with the collaborative learning group.

Highlight the key aspects of the experience: The presenter briefly explains the purpose, process and results that were obtained, highlighting the aspects that were important to its success.

- ✓ Where did the learning or leading take place?
- ✓ Who were the participants?
- ✓ How did they respond?
- ✓ What surprised you?
- ✓ How did you feel?

Ask Clarifying Questions: Group members ask questions to more fully understand the activity so they can respond to it.

- ✓ “How were the participants organized?”
- ✓ “Were you interrupted or pressed for time?”
- ✓ “Did you have technical problems?”

Reflect on the Activity: Group members reflect, review, and react to the presenter’s ideas on the learning or leading activity by commenting on its strengths, posing further questions about it, and making suggestions.

- ✓ Be specific about the aspects of the activity that were positive – “I liked the way you . . .”
- ✓ “Why did you organize the groups that way?”
- ✓ “Did you ever try . . .”

Evaluate the Lessons Learned: The presenter summarizes the lessons he or she gained from the comments and feedback of group members and comments on the effectiveness of the process that was used.

- ✓ “I was interested in the point you made, I never thought about it that way”
- ✓ “I appreciated the suggestion you made, I will try it the next time I teach this lesson”.

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- ✓ “I got some great ‘gold nuggets’ from your comments, they have got me really thinking”.

References

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Easton, L. (2008). From professional development to professional learning. *Phi Delta*

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Killion, Joellen & Patricia Roy (2009). *Becoming a Learning School*, National Staff Development Council, Oxford, Ohio.