

SEA FACILITATOR COMPETENCY FRAMEWORK

The purpose the Competency framework is to support learning facilitators with their professional development and to ensure we continue to deliver high quality, transformational learning experiences.

The framework areas are based on the underlying principles of Academy learning methodology, where participants' learning is:



These are core to maintaining our methodology and we know that when these are delivered upon, then we create the right environment for transformational learning to happen.

Under each Learning Principle there are some example indicators of what these principles could look like in practice. **They are not designed to be a checklist but rather a guide to best practice.** Throughout the observation, observers will aim to identify some examples of where the Learning Principles have been delivered well and the impact this had on the group and/or their learning experience.

LEARNING PROCESS AND STRUCTURE

"Did the session and activity run to time?"

"Did I and they have everything needed to complete the learning?"

"Were learners able to complete tasks independently?"

SEA Learning Facilitators create good structure and a clear framework for learning:

This may be evidenced when facilitator:

- Sets up the room appropriately with the learning material pre-prepared before learners start arriving
- Provides a clear overview of the programme outline and learning journey
- Gauges, maintains and manages the group energy in the room appropriately
- Manages time well and appropriately
- Gives explicit and appropriate time for each activity or exercise and holds the group to that time unless they feel more time is required and have said so
- Gives clear instructions to allow learners to follow sessions and exercises with ease and avoid confusion
- Summarises and articulates the link between sessions (or ask participants to summarise) to allow each session to build on previous learning
- Is receptive to and flexible to changing the plan if it is in the best interest of the learners.

Notes:

IN A SAFE, SUPPORTIVE ENVIRONMENT

"Are learners sharing openly and actively engaging?"

"Did learners engage with each other in informal settings, breaks etc?"

"Are they happy to interject?"

SEA Learning Facilitators create a 'safe space' in the room where participants feel able and confident to address their personal development issues: This may be evidenced when facilitator: • Demonstrates goodwill and good intent towards all the participants • Supports the group to set the ground rules together and actively use them, referring back to them as needed • Deals with challenging and disruptive behaviour kindly without judging so people can gain insight rather than become defensive • Notices and names patterns and behaviours that they see in the group without judgement	Notes:
SEA Learning Facilitators are inclusive, noticing and interacting with everyone in the group This may be evidenced when facilitator: • Learns people's names and using them as appropriate • Uses inclusive language – (gender neutral where appropriate), and examples that are culturally sensitive and appropriate • Builds rapport as a peer with and alongside the group • Does the little things that show that you are aware of the needs of the group (notice when people need water/ air/ heat etc. or ask the group) • Notices the quieter, more reflective learners and supporting them to share their thoughts as appropriate	

WITH AND FROM PEERS

"Who's talking in the room, you or them?"

"Who are learners talking to – each other or you?"

SEA Learning Facilitators put peer-learning and support at the heart of their approach.: This may be evidenced when facilitator: • Facilitator asks for the groups' opinion when a question is asked rather than answering it yourself • Facilitator invites people to share their own stories and examples • Facilitator asks questions that illicit ideas, insights and thoughts from the participants • Facilitator shares their own relevant experience from working in similar environments to the participants • Learners look to each other for support and answers to questions • Facilitator enables opportunities for learners to take control of their learning and generate content	Notes:
SEA Learning Facilitators believe that everyone has useful knowledge and experience to share. This may be evidenced when facilitator: • Recognises and draws on the experience and strengths in the room • Highlights and helps participants to identify their own strengths • Supports participants to talk about their understanding of the concepts or models you are introducing if they have had prior knowledge or experience of them (and feel comfortable to) • Shows genuine interest in the participants – their story and interests • Understands and draws on their own strengths as a facilitator when things are more challenging	

EXPERIENTIAL AND REFLECTIVE

“What activity did they do in the session that instigated learning?”

“Was Kolb’s learning cycle completed?”

SEA Learning Facilitators maximise the impact of experiential activities: This may be evidenced when facilitator: • Facilitators appropriately sets up and delivers experiential activities • Learners are having an experience during the session • Realisations are applied to their practice	Notes:
SEA Learning Facilitators provide space for reflection This may be evidenced when facilitator: • Asks open questions • Protects time for reflective sessions and activities • Debriefs are focussed on participants learning / realisations • Listens and reflects more than presents • Supports all learners to actively reflect	Notes:
SEA Learning Facilitators create space for creative thinking: This may be evidenced when facilitator: • Encourages participants to be ambitious for themselves and believe in themselves • Encourages diverse and different views instead of the “right answer” • Encourages participants to be ambitious for themselves and believe in themselves	Notes:

RESPONSIVE AND CONNECTED TO CONTEXT AND PRACTICE

“Were learners regularly referring to their own situation? ”

“Were their examples used to illuminate key points?”

“Did learners share how their learning connects to their day-to-day role?”

SEA Learning Facilitators maximise the relevance of the learning content for participants context and situation: This may be evidenced when facilitator: • Learners are talking about their own experiences and context • Facilitator draws on participants own examples to illuminate learning points • Responds and adapts to learners needs in the room	Notes:
SEA Learning Facilitators support participants to link their learning with outcomes and personal growth. This may be evidenced when facilitator: • Facilitator asks questions that help participants focus on how their learning can be applied in their day to day context • Participants share practical applications for their learning • Facilitator clarifies the purpose and learning outcome for each session	Notes: