**Facilitation for supporting dialogic approaches: Self-assessment of practice**

This questionnaire was developed as part of the course materials for ‘Educational dialogue: Supporting your colleagues through facilitation’.[[1]](#footnote-1)

There are two main parts to the survey. Part A offers an adaptation of the Dialogic teaching questionnaire[[2]](#footnote-2), and aims to help you analyse your facilitation model, activities and impact. You should complete Part A both **PRIOR** to your facilitation and **FOLLOWING** your facilitation. Part B asks questions regarding the efficacy of your facilitation structure and processes. It should be completed **AFTER** your facilitation round.

**Part A: How dialogic is your facilitation?**

*Instructions: Complete this section both* ***PRIOR*** *to and* ***FOLLOWING*** *your facilitation. When you fill it out following your facilitation, do not look at your previous scores until you have finished so that they do not affect your assessment.*

Consider the following statements with regard to your facilitation and mark your level of agreement from (1) “completely disagree” to (6) “completely agree”.

**Date of self-audit:** *[insert the date for each self-audit you complete]*

|  |  |
| --- | --- |
| **In my facilitation, I…** | **Score (1-6)** |
| Build purposeful conversations with my colleagues as part of my facilitation. |  |
| Offer time for questions so that my colleagues can understand the objectives of dialogic teaching. |  |
| Allow enough time in meetings and workshops for teachers to contribute at length. |  |
| Pose open questions in our meetings and wait for my colleagues to respond. |  |
| Listen appreciatively to my colleagues and respond in a constructive way, including giving formative feedback regarding their practices and inquiries. |  |
| Invite my colleagues to share their ideas, views, thoughts, interests or feelings. |  |
| Invite my colleagues to elaborate and build on their own and others’ ideas. |  |
| Invite my colleagues to respectfully challenge, question and critically evaluate each other’s ideas. |  |
| Demonstrate and encourage openness to changing one’s mind when colleagues bring in new ideas or arguments. |  |
| Create an atmosphere of trust, so my colleagues feel comfortable enough to take risks or try something new. |  |
| Invite my colleagues to reflect on the quality and success of the dialogue in our meetings / workshops. |  |

***Analysis:*** *Once you have completed Part A for both prior to and following your facilitation, use the results to consider ways of building on successes and strengthening the areas with lower scores.*

**Part B: Facilitation structure and processes**

***Instructions:*** *Fill out this section of the form* ***AFTER*** *a round of facilitation with your colleagues (i.e. following the completion of their reflective inquiries or the completion of a series of workshops regarding educational dialogue). Leave it blank when filling out the form* ***PRIOR TO*** *your facilitation, although it may be helpful to consider each area before you begin your facilitation.*

Consider the following statements with regard to your facilitation and mark your level of agreement from (1) “completely disagree” to (6) “completely agree”.

**Date of self-audit:** *[insert the date for each self-audit you complete]*

|  |  |
| --- | --- |
| **In my facilitation, I…** | **Score (1-6)** |
| Clearly identified and articulated aims for my facilitation. |  |
| Had a manageable focus, scope and goals. |  |
| Considered the potential barriers and limitations for my context. |  |
| Conducted a needs assessment to help narrow my goals. |  |
| Developed a comprehensive facilitation model and plan, based on the unique needs of my setting. |  |
| Led my colleagues through conducting reflective inquiries into their practice. |  |
| *If yes to the above question regarding leading your colleagues through conducting reflective inquiries:*  Considered the results of my colleagues’ inquiry results and reflected on what this means for their practice and for my facilitation. |  |
| Reviewed my facilitation process, and considered what was learned and what could be done differently prior to planning more facilitation activities. |  |

***Analysis:*** *Once completed, review the above questions and consider ways of building on successes or strengthening areas that received a lower score for future facilitation activities. Write down your ideas to include in your living facilitation plan document. For more information on how to develop a facilitation plan, see Week One of the MOOC ‘Educational dialogue: Supporting your colleagues through facilitation’:* [*https://mbrugha.github.io/course-in-a-box/modules/the%20course%20modules/wk-1/*](https://mbrugha.github.io/course-in-a-box/modules/the%20course%20modules/wk-1/)

1. https://mbrugha.github.io/course-in-a-box/ [↑](#footnote-ref-1)
2. Gröschner, A., Hennessy, S., Kershner, R., Dehne, M. & Calcagni, E. (2021). Dialogic Teaching Questionnaire (DTQ). Teacher and Student Version. Jena/Cambridge. [↑](#footnote-ref-2)