



GUIDE TO

FACILITATE SHARED LEARNING

AMONG ALL SCHOOL STAFF

Facilitate shared learning

This is a guide to how schools can facilitate shared learning among school staff on social and emotional learning.

The guide is primarily developed for school leaders, owners and others working to promote social and emotional learning among school staff.

We recommend using the guide together with "5 steps - Organise and promote social and emotional learning in your school" and "Guide to create and share tools"

Research based

This guide is research based and developed through the [BOOST project](#).

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Why facilitate share learning?

Schools where all school staff pull together, are more efficient in teaching social and emotional competencies to children - compared to schools where only some staff work actively in this field. To get all school staff to work towards the same goals, you need time and arenas to learn, discuss and reflect.

Also, school staff have considerable competence in social and emotional learning. By prioritising time for staff to reflect and share experiences, you unlock a pool of knowledge and make the most of the resources you have.

To sum up: Shared learning is an investment in your school working effectively with social and emotional learning.

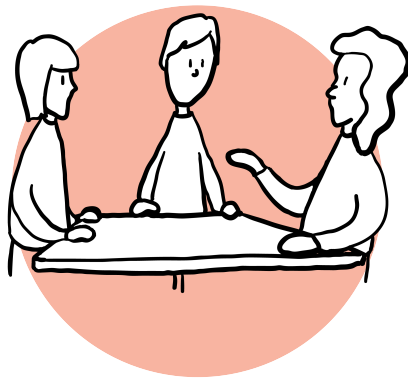


**Share knowledge, learn and
reflect together**

Involve all school staff

Make sure to include all school staff in shared social and emotional learning. Ideally, create arenas for shared learning across disciplines, so different types of staff can learn from each other's perspectives. Assistants and teachers, for example, spend time with students in different settings, and may have complementary insights. Sharing experiences across disciplines support different categories of staff to learn and pull together.

To identify all staff, see Step 1, Exercise 1.2, in "5 Steps to organise and promote social and emotional learning in your school."



**Set aside time and create
arenas for shared learning
and reflection**

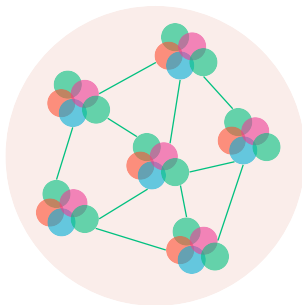
Organise arenas across disciplines

Three examples of how to organise arenas for shared learning are shown to the right.

As a school, you may struggle to allocate time for different categories of staff to meet, learn and reflect together. In which case, example 2 or 3 may be the most feasible alternatives. However, challenge your school to facilitate interdisciplinary meeting arenas. For some schools this may require rethinking your current organisational structure.

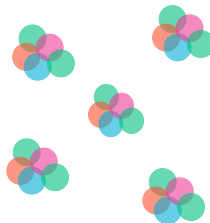
Example 1: All school staff

Gather all school staff at once, and change between working in interdisciplinary groups and in plenary.



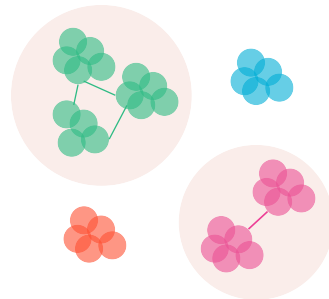
Example 2: Hybrid

Interdisciplinary groups meet independently of each other.



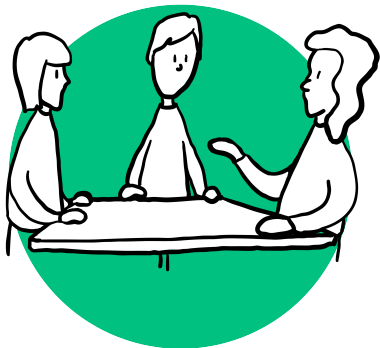
Example 3: Divided groups

Same category of staff (e.g. assistants, teachers, maintenance) meet and reflect in groups.



Vary the types of arenas

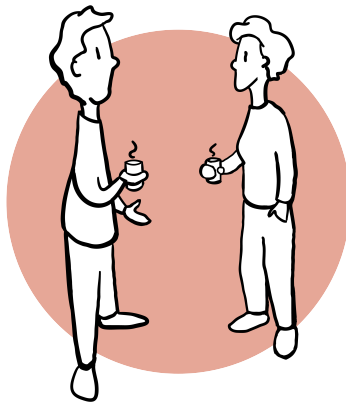
Both structured and less formal meetings may serve as valuable arenas for shared learning. The most important thing is to carry them out regularly. However, keep in mind that a whole school approach requires a certain amount of planning and structure.



Group



Plenary



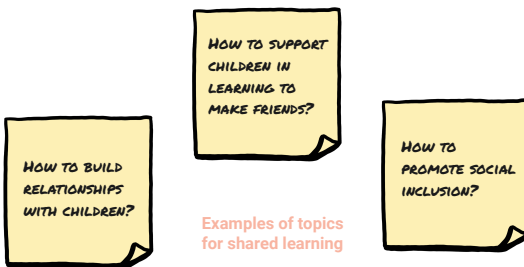
Informal

Choose topics

Choose topics for shared learning based on the aspirations and needs of your school, so the time you spend is meaningful and effective.

To facilitate this process, you can use Step 2 in the guide "5 steps - Organise and promote social and emotional learning in your school".

Step 2 will support you to map the strengths and weaknesses of your school on social and emotional learning, and categorise and prioritise which topics are important for your school to work with. Involve all school staff in this work, and include insights from children and parents.



Tip:

Topics for shared learning do not have to be reactive to a problem, but should also be topics that promote social and emotional learning for all children.

Plan and structure

Plan and structure your school's shared learning arenas.

You can design your own shared learning sessions, find inspiration from other schools or use the examples shown to the right. The sessions may vary in depth and preparation time.

As school staff possess a lot of knowledge on social and emotional learning, the most important thing is to allow staff to share experiences, questions and reflect together. Over time, however, preparing and varying the structure and content, may enhance the shared learning arenas' value. Plan shared learning arenas at regular intervals

Example 1: Easy and effective

In advance:

Choose a learning topic and prepare questions for reflection.

Together, in groups or plenary:

1. Read the topic and reflection questions out loud.
2. Reflect individually for a few minutes. Participants make notes if they want to.
3. Everyone shares their thoughts and experiences.

Example 2: In depth

In advance:

Choose a learning topic. Prepare an introduction or lecture, and questions for reflection. You can also ask participants to prepare by reading or completing an exercise.

Together, in groups or plenary:

1. Give an introduction or lecture about your topic of choice.
2. Read reflection question out loud.
3. Staff discuss, share questions and experiences.
4. Is it possible to summarise some of the insights that have been discussed?
5. Give the staff an exercise to do before next session.
6. Next session, staff discuss their experiences.

Template

If you want a starting point, you can use the example to the right as a template for shared learning arenas.

Topic	—————	What is the topic you want to address?
Introduction/case	—————	Describe why the topic is relevant. Can a case, experience or literature shed light on the topic?
Skill	—————	What social and emotional learning skills are you working with? E.g. collaboration, self-regulation, empathy etc.
Reflection questions	—————	What are questions for reflection and discussion that could shed light on the topic?
Summary	—————	At end of group discussion: What are the most important things you have discussed? Are there any take-home messages?
Exercise/call to action	—————	Walkthrough of an activity or exercise staff can try out until next time.
Read more	—————	Suggestions for further reading and tools. References to what the reflection topic is based on.

Example:

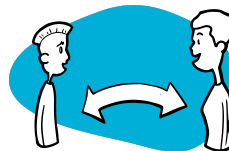
Building relationships with children

Topic

How can I build relationships
with children?

Introduction

When you have a good relationship with the students, they learn more. Your interaction and relationship with them also serves a model for how they can interact with others. Building a positive relationship can therefore support students developing their social and emotional skills.



Skills

Relevant SEL skills: Relational skills

Reflection questions

Reflection questions:

- What characterises a good student-staff relationship?
- What can create challenges in a student-staff relationship?
- How can you create a positive relationship with students you have a negative or non-existing relationship with?

Reflection, discussion,
and call to action



Reflect individually
for a few minutes



Discuss questions and
your own experiences



Summarise. Are there take-
away messages we want to
test and put into action?

Read more

Read more on how to build relationships with children:

• **Teacher-Student Relationships Matter**

By: Gianna Cacciatore, Harvard Graduate School of Education, March 17, 2021
gse.harvard.edu/news/uk/21/03/teacher-student-relationships-matter

Identify resources

There are a multitude of resources that support shared social and emotional learning. Examples vary from highly theoretical material, to school staffs own knowledge and experiences.

Further on, resources can be found in a wide range of formats, including social and emotional learning programmes, books, tools, games, activities, video clips, cases from own practice etc. Identify and choose resources that fit your prioritised social and emotional learning topics.



Tip:

You can use different techniques such as storytelling, role play and legos to facilitate reflection.

