## Principles of Facilitated Learning

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<th>PRINCIPLE</th>
<th>WHAT WOULD YOU DO WHEN YOU ARE FACILITATING ADULT’S LEARNING?</th>
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<td>1. Build authentic, attentive, trustworthy and caring relationships</td>
<td>• Take the time to get to know each Participant as an individual. • Connect with each Participant in a respectful, trustworthy, and caring way, affirming that each has valuable things to contribute. • Be authentic in your relationship with Participants, not canned or rote.</td>
<td>• Get to know each child as an individual and as a member of his or her family. • Use your body, face and voice to let children know you are paying attention to them. • Connect with each child in a respectful and caring way, affirming that each has valuable things to contribute. • Show children that you are trustworthy, will care for them and keep them safe.</td>
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<td>2. Possess and use knowledge of relevant and valid content.</td>
<td>• Become familiar with the content on child development, life skills and Executive Functions, you are helping Participants learn. • Share the content on child development, life skills, and Executive Functions, in knowledgeable, clear and compelling ways. • Continue to deepen your knowledge of the most relevant and valid content—research and applications of research—to further benefit adult learners.</td>
<td>• Become familiar with the content on child development, life skills and Executive Functions, you are helping children learn. • Draw on the relevant and valid knowledge and resources in the field to become expert in specific areas of children’s development and education (for example, literacy, math or science curriculum; working with children who have disabilities; or working with families). • Use content knowledge (of children’s development and learning and of subject matter areas) to implement effective curriculum and teaching practices.</td>
<td>• Continue to learn about how children develop by reading and watching how they grow and learn.</td>
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| 3. Build on and extend others’ learning. | • Observe and listen to Participants, individually and in groups, paying attention to what they are learning.  
• Ensure that you listen and observe all Participants—by avoiding unnecessary interruptions, not allowing some to dominate and drawing out others who may take more time to respond.  
• Use what you observe and hear to build on and extend Participants’ learning, finding ways to connect their interests, questions or observations to new knowledge and interests.  
• Follow through on what Participants are learning to enable them to go deeper. | • Observe and listen to children individually and in groups, paying attention to what they are learning.  
• Ensure that you listen and observe all children—by avoiding unnecessary interruptions, not allowing some to dominate and drawing out others who may take more time to respond.  
• Use what you observe and hear to build on and extend children’s learning, finding ways to connect their interests, questions or observations to new knowledge and interests.  
• Follow through on what children are learning to enable them to go deeper. | • Watch children to see what they are learning.  
• Use what you observe and hear to build on and extend children’s learning, finding ways to connect their interests, questions or observations to new knowledge and interests.  
• Follow through on what children are learning to enable them to go deeper. |
| 4. Tailor learning experiences to others’ ways of learning best as well as to their cultural and community backgrounds. | • Provide activities and experiences that enable Participants to learn in different ways.  
• Invite Participants to share their own cultural and community perspectives and use this in your teaching.  
• Be responsive to modifying your teaching plans based on Participant’s learning, cultural and community perspectives. | • Provide activities and experiences that enable children to learn in different ways.  
• Offer choices that fit children’s developmental levels, abilities, interests and cultural backgrounds.  
• Invite children to share their own cultural and community perspectives and use this in your teaching.  
• Be responsive to modifying your teaching plans based on children’s learning, cultural and community perspectives. | • Provide activities and experiences that enable children to learn in different ways.  
• Offer choices that fit children’s age, developmental levels, abilities, interests, and cultural backgrounds.  
• Provide many opportunities for children to learn about their cultural background. |
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| 5. Engage others socially, emotionally and intellectually (SEI) | • Provide learning experiences that fully engage Participants socially, emotionally and intellectually.  
• Draw the adults into a discussion of whether their learning is sufficiently “SEI”—and, if not, how together you might change that.  
• Be ready to modify your teaching to enhance its “SEI” value. | • Look at each day and each activity to analyze its potential for social, emotional and intellectual engagement.  
• Use observation and reflection to see which children may need extra support in one or more of these areas.  
• Be able to modify activities, the schedule or materials to enhance their “SEI” value. | • Provide learning experiences that involve children socially, emotionally and intellectually. |
| 6. Help others set and work toward their own goals and be accountable for what they learn. | • Help Participants determine the knowledge they need to help them meet their own professional and personal goals.  
• Help Participants set goals to obtain this knowledge and experience.  
• Help Participants make plans to achieve their goals, work toward achieving these goals and evaluate their progress. | • Help children make plans for their own learning.  
• Help children set goals, work toward achieving these goals, and evaluate their progress. | • Help children make plans for their own learning.  
• Help children set goals, work toward achieving these goals, and evaluate their progress. |

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<td>7. Foster analysis, reflection and critical thinking.</td>
<td>• Use guided dialogue and other strategies to encourage Participants to think critically about, challenge, analyze, evaluate and revise their own assumptions in light of what they are learning. • Help Participants learn like scientists, creating hypotheses and testing them against what they are learning. • Help Participants discern the difference between bias or misinformation and valid information.</td>
<td>• Help children look closely at objects and experiences in their world, asking “what,” “why” and “how”—nonverbally and verbally. • As children get older, use guided dialogue and other strategies to encourage children to think critically about, challenge, analyze and evaluate and revise their own assumptions. • Help children learn like scientists, creating hypotheses and testing them against what they are learning. • Help children begin to discern the difference between bias or misinformation and valid information.</td>
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<td>8. Help others practice, synthesize, generalize and share what they have learned.</td>
<td>• Engage Participants in discussion of the practical implications of research for their day-to-day lives with children. • Involve Participants in trying out what they have learned with children. • Help Participants be reflective about their efforts to try out what they have learned—what worked, what didn’t and why? Help them synthesize these lessons learned. • Help Participants strengthen what they are learning by teaching it to others.</td>
<td>• Help children see the bigger picture—generalize what they are learning. • Give children many opportunities to try out and test what they are learning. • Help children strengthen what they are learning by teaching it to others.</td>
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| 9. Be a model of curiosity and continuous learning. | • Be an ongoing learner as well as a teacher.  
• Make your interest in and enthusiasm for what you are teaching visible to Participants.  
• Share your own continuing professional journey as an educator—without dominating the learning of others. | • Be an ongoing learner as well as a teacher.  
• Make your interest in and enthusiasm for what you are teaching visible to children. | • Be an ongoing learner as well as a teacher.  
• Make your interest in and enthusiasm for what you are teaching visible to children. |
| 10. Build connections among others so that they actively learn from one another’s perspectives and experiences and become a community of learners. | • Help Participants be ongoing self-directed learners with interests they care deeply about.  
• Intentionally structure adult learning to build relationships among pairs of learners, small groups and the whole group.  
• Ensure that adults learn to listen to and talk with one another, identifying ways they can continue to learn from each other.  
• Work toward creating an ongoing community of learners. | • Help children become ongoing self-directed learners, with interests they care deeply about.  
• As children become more verbal, guide them in learning to listen to and talk with one another, providing many opportunities for them to share their ideas in class activities.  
• Create communities of learners, pairing children so that they work with and learn from each other in everyday ways. | • Help children become ongoing self-directed learners, with interests they care deeply about.  
• Help children find others from whom and with they can learn. |