**Facilitator Guidance**

**Use the FIND and SHARE questions to prepare for the meeting:**

**Finding:** locating & choosing research to read or share

**Sharing research:** planning to share research for discussion

It’s usually helpful if articles give food for thought and lead to practical implications).

Consider how to share research so it is palatable AND thought provoking: some articles for teachers’ magazines are accessible, practical and visually appealing but lack details on methodology; journal articles may have plenty of detail but be overbearing and off-putting.

Consider sharing 2 or more examples of research that represent different perspectives or insights.

Discussion will be most useful when people feel free to say what they think. It may help to use a familiar structure for discussion, e.g. the communities of enquiry approach recommended through Philosophy for Children.

Build in time for silent reflection as well as discussion.

Clarify the point of engaging with the research: is it linked to a priority area?… is it to build, to enrich, to challenge, to imagine…or to gain confidence in current practice. Is it to suggest what (might) work? Or to ask, ‘what else..?’, what if’ or ‘why?’

Develop some ground rules: e.g.

Approach with an open mind;

Be inquisitive/open to possibility of challenge;

It’s OK not to understand, to challenge the premise of the research or to disagree.

Before playing the game, summarise what the article is saying/claiming – you could use visuals or an extract from the article. Clarify any background information or ambiguities.

Have this glossary to hand in case the language of research is getting in the way [link to glossary]

Rather than ‘Could we do that here?’, consider ‘what principles underpin this work? (How) could we apply those in our setting?’

**Use the ENGAGE and RESPOND questions to feed discussion:**

**ENGAGE:** and critical evaluation

**RESPOND:** making sense of research & considering implications

**You can find more detail on each question here…(link to our blurbs etc)**

**Suggestions for using the cards to ENGAGE and RESPOND:**

Use the cards to feed discussion about a piece of research, e.g. an article , report, summary. Or you could split into two or more groups, each with different article on same topic.

Some possibilities:

* Choose to play with cards that feel most useful.
* Deal ENGAGE cards out to pairs. Each pair discusses different question and feeds back to larger group.
* Invite each group to choose 3 ENGAGE questions to consider, discuss and feed back.
* Each person/pair chooses an RESPOND prompt and represents the research in the form suggested on the card – share different responses and listen to others ‘ interpretations.
* Each person selects the RESPND card that best represents what they think…and explains why.
* Have this glossary to hand in case the language of research is getting in the way [link to glossary].
* Draw or note responses on post-its. These can then be grouped: what is similar? different? Which connections are there between different responses? Which new questions arise?
* Use another set of cards to prompt different kinds of responses: Think, Challenge, Question, Agree OR to think differently about practical implications: ‘will do’, ‘connects to’, ‘questions’.
* Make a note of questions arising from discussion and/or actions arising from the discussion (approaches to try, things to investigate).