PROJECT TUNING PROTOCOL

Group norms

* Hard on the content, soft on the people
* Be kind, helpful and specific
* Share the air (or "step up, step back")

1. Project Overview (5 min): The presenter/s gives an ***overview of the project*** andshares his/her/their thinking about key design issues, such as:

* Goals of the project (+ Australian Curriculum)
* Ideas for facilitation
* Plan for eliciting feedback

The presenter/s then ***frames a dilemma question*** to guide the discussion.

***Tuning participants are silent.***

2. Clarifying Questions (5 min): Tuning participants ask "***clarifying" questions*** of the presenter/s. Clarifying questions have ***brief, factual answers*** (yes/no) and are intended to *help the person* ***asking the question*** develop a deeper understanding of the project design. An example of a clarifying question is "How do you plan to select the students involved in this work?"

3. Probing Questions (5 min): Tuning participants ask ***"probing" questions*** of the presenter/s. Probing questions ***help the presenter/s*** expand his/her/their thinking about the dilemma. However, probing questions should not be "advice in disguise", such as "Have you considered...?" An example of a probing question is "How will students know how their voice influenced the work in the end (e.g. how will you "close the loop")?"

4. Discussion (10 min): Tuning participants discuss the project proposal and provide insight on the presenter/s dilemma question. **It** is helpful to begin with *positive feedback*, such as how the work demonstrates meaningful student voice and choice. For example, "What strikes me about this work is ... " Participants can then take a more critical analysis of the work, using the question posed by the presenter to frame the discussion and identify ***opportunities for growth***. For example, "What is the presenter not considering?" or "I wonder what would happen if... " Often tuning participants offer ideas or suggestions for strengthening the work presented.

*During this time the presenter/s physically removes him/herself/themselves from the tuning group, is silent and takes notes. Tuning participants should direct their comments to each other, not the presenter/s. The facilitator may need to remind tuning participants of the presenter/s dilemma question.*

*5. Reflection* ***(3 min): The presenter/s has the*** *opportunity to respond* ***to the*** *discussion. It* ***is not necessary to respond point by point to what others said. The presenter/s may share what struck them and what next steps might be taken as a result of the ideas generated by the discussion. Tuning*** *participants are silent.*

*Tips for facilitation:*

*Stick to the time for each section ~ if you need help with keeping time, ask someone to volunteer to help you and/or use a timer.*

*Don't be afraid to keep the group focused on the protocol~ if a probing question is asked during clarifying questions, gently ask the tuning participant to write it down and wait until you have moved on to that point in the conversation. ·*

*Redirect the conversation when necessary (without unnecessarily monopolizing airtime)~ if the discussion jumps to cool feedback before warm feedback is shared, make sure to take time to celebrate the work first.*

*BE COURAGEOUS & CONFIDENT~ strong facilitation is the key to having successful dialogue about our work and is appreciated by everyone in the group.*

*If it helps to literally read each step to the group, by all means do so.*