

Practice Library Process

Purpose of these procedures

The practice library is a centralised online repository of practice modules, badges, and facilitation materials / curricula. This set of procedures covers how practice modules are created, altered, reviewed, advanced in status or retired.

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Document cross references

- Feedback Process

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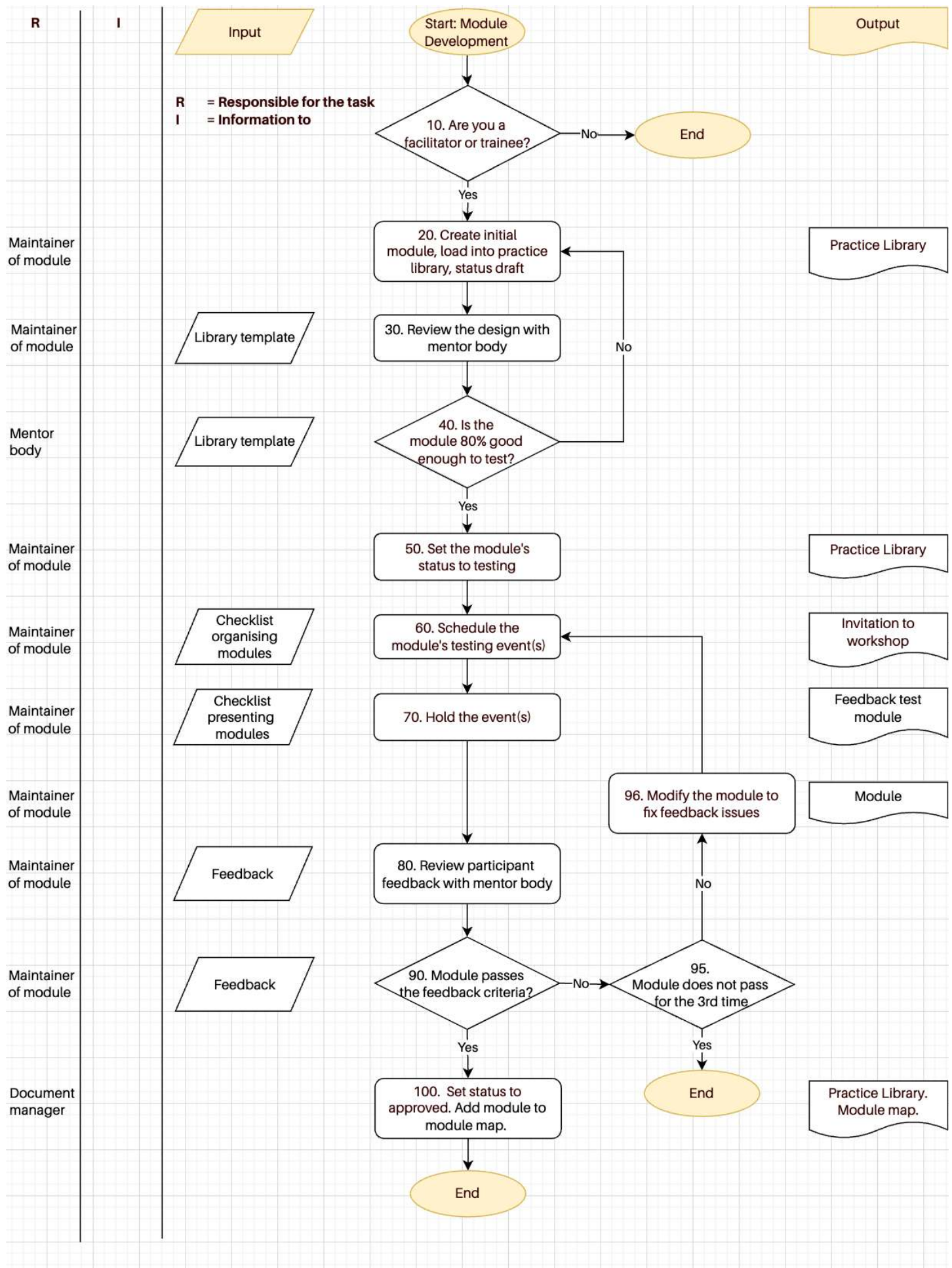
V1.0

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Further explanations to the Module development procedure

Box 10

A facilitator is someone who has a facilitation badge. Facilitator trainees are those taking active part in a facilitation development pod.

Box 30, 80

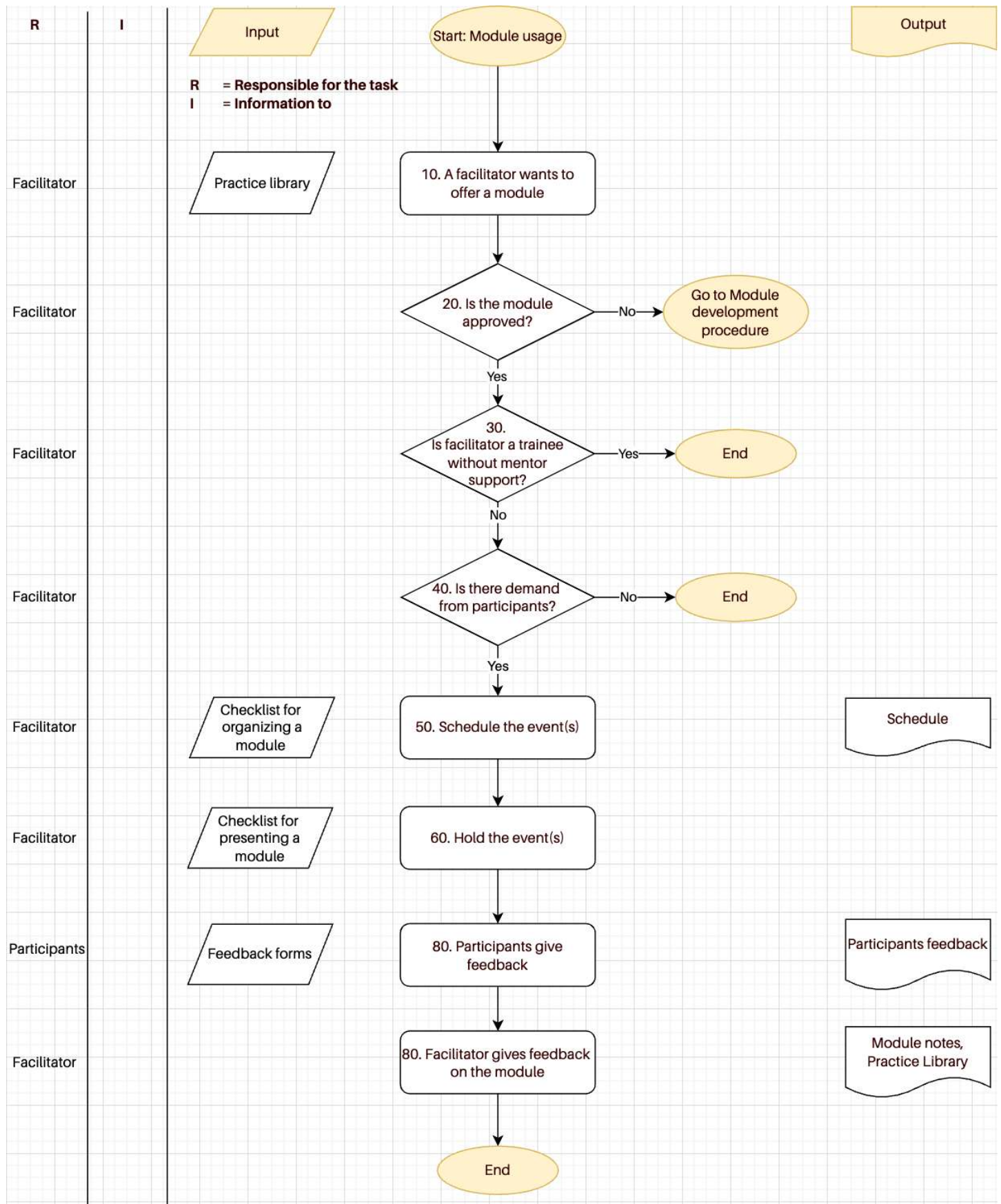
"Mentor body" means, for facilitation trainees, their trainee peer group. For graduated facilitators, "Mentor body" means their facilitation peer supervision group.

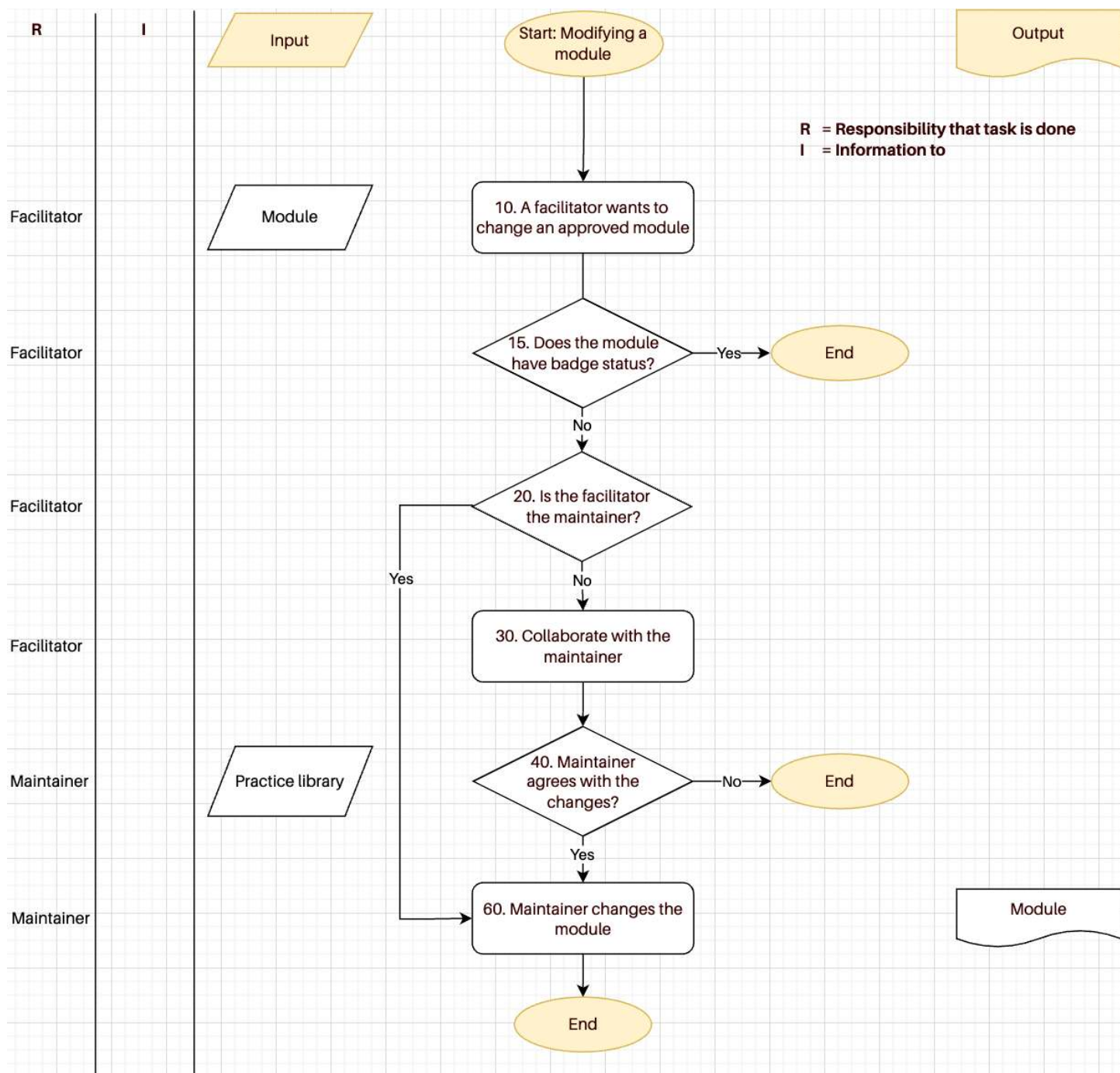
Box 90, 95, 96

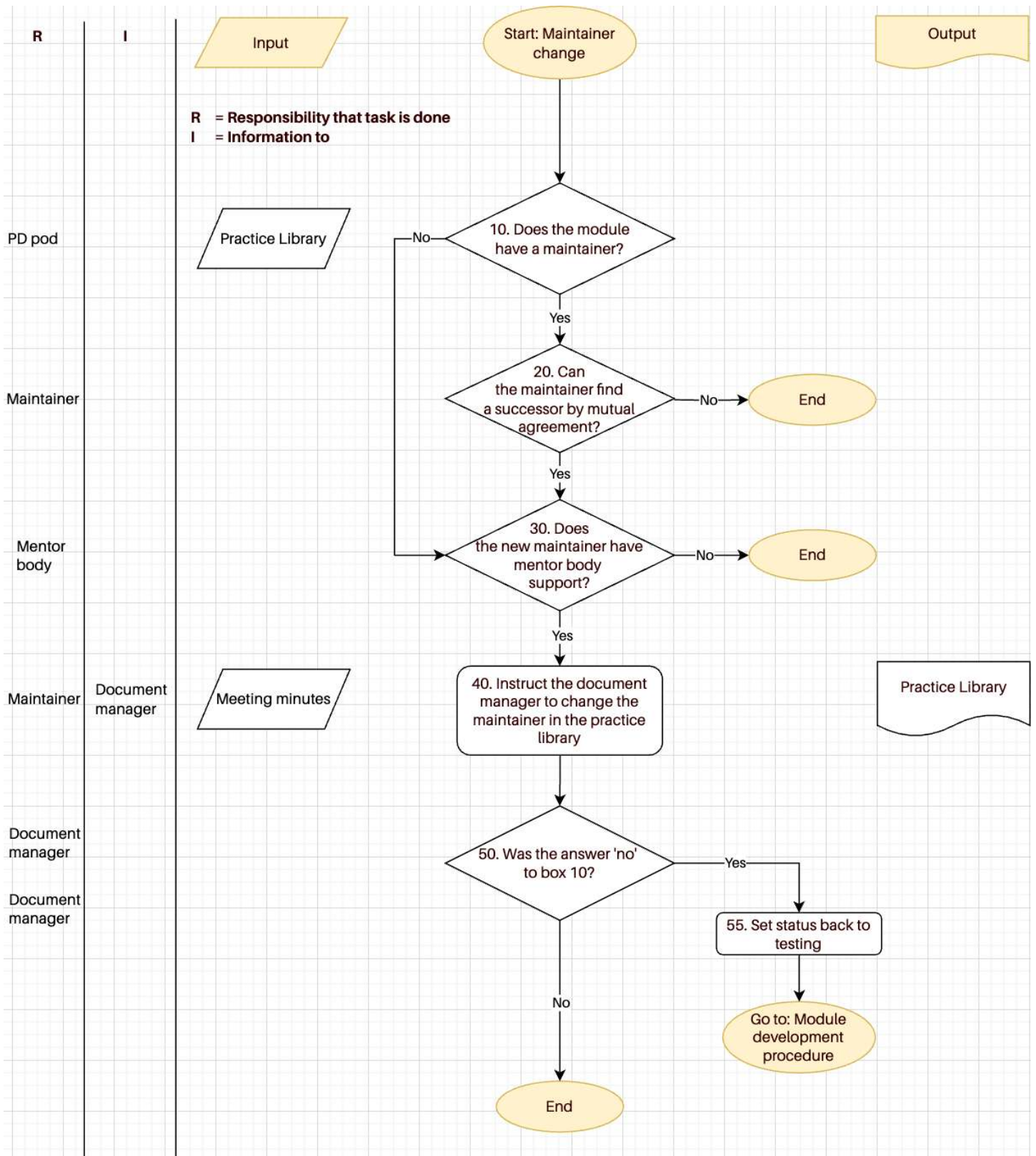
Assessing modules by feedback criteria involves a quantitative score to be developed. See Feedback PPP documentation for more details.
Where possible involve feedback submitters with more serious issues in further revisions.

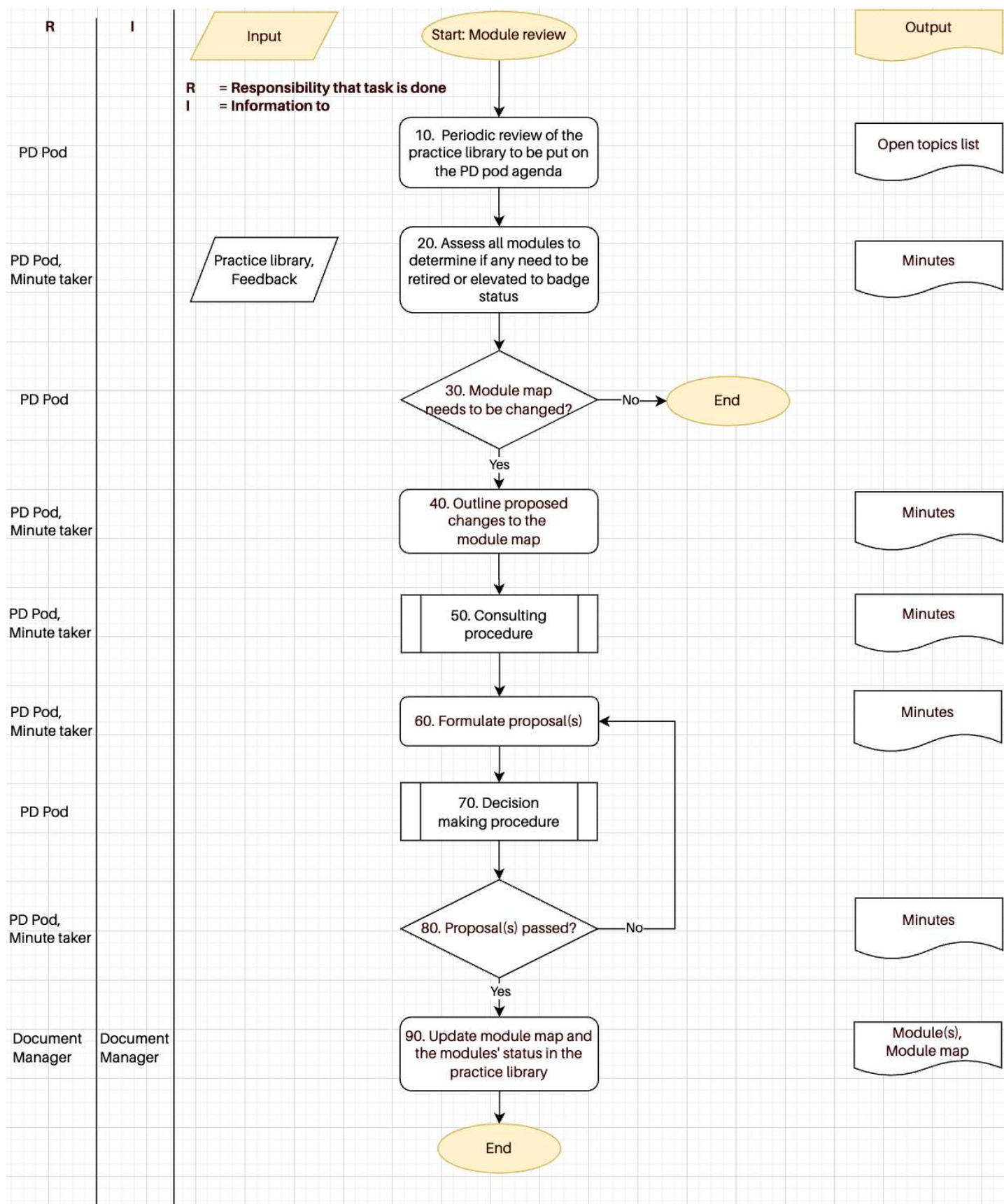
Box 100

The creator of the module becomes the default maintainer. Only the maintainer may edit the module. The maintainer must be involved in any changes of the module. Any facilitator can offer or use the module providing they are not making any changes to it.









Further explanations to the Module review

Box 10

A full review of the badge/module map is to be carried out at least annually, but otherwise on an as needed basis. The primary purpose of the review is for the project, as a whole, to consider which of the modules belong on the badge map. This avoids incremental decisions being required to promote or retire individual modules one at a time.

Box 30

The module map is a diagram showing all approved and badge status modules, including any recommended or required prerequisites.

Box 20, 90

Modules have a status progression: draft, testing, approved, badge, retired.

Changes to the module map need to factor that modules that are badges cannot be changed. The purpose of this is that participants have a badge that it is equivalent to the version that others have. Over the longer timeframe, a mark 2 of a badge can be generated as a separate module.

Approved (non-badge) modules can however be incrementally tweaked, for the purpose of integrating the learnings from module delivery.

Reasons for module retirement:

- The module is no longer beneficial or relevant to the project
- The module doesn't pass feedback thresholds consistently
- The module has not been used within 3 years

Checklist for organizing modules

- Check to see if there is demand from participants (and availability of participants).
- Check event schedule for possible times, minimising conflict with other events where possible.
- If necessary negotiate times on the schedule with the affected parties.
- Schedule the event on the website. Create one event prototype and as many events using that prototype as needed. Decide which time zone is the events base time zone. This matters during DST transitions.
- Schedule the event in Zoom, see separate zoom guide.
- Promote the event(s).

Checklist for presenting modules

- Be on time (15min early)
- Do you have or need a co-host?

Zoom Permissions

- Login at <https://zoom.us/sign in>
- Only facilitators (and pod hosts) have zoom permissions.
- Zoom occasionally needs to do an update or a 2FA challenge, and being faced with these just prior to an event can be difficult.
- To avoid confusion between TCP zoom users and facilitators personal zoom accounts, be sure to log out of the zoom website immediately after the event.
- One host from each pod has access to the zoom email address (zoom@theconnectionproject.nz).
- At present events need to be calendared both in zoom and on the project website.
- After you start the event, prior to the start time, rename yourself to include your actual name.
- If you have a cohost set their permissions up prior to event start.

Your role as host

- How you start the call sets a certain tone. Welcoming newcomers, asking how they got here, if they have done any AR before is a simple way to create engagement.
- Confirming they read the practice guidelines (primer, VB etc) is also a way to engage with them.
- You can say something like: hosts are not experts, we are all our own best teachers, our job is to make a space where you all can practice the art of relating. If we do it right, hopefully it will be fun and connecting.
- Remember to only give theory in small bites. You can't "teach" anyone anything. Let folk figure out their own conclusions from the practice, and the subsequent harvest.
- Avoid the temptation to 'helpfully' explain peoples shares. Reflect!
- Slides help the visual learners but act against relationship. Two rules, max 3 teaching slides; and one idea per slide.

Zoom breakout room tips

- Explain game or activity. Also paste the whole game instruction into chat. But beware phone users can't easily access the chat. The alternative is to show the game slide. But this is early in the session, and they need to see you. There's no easy solution to this. If there are no phone users, use the chat.
- Set up your breakout room settings before the event starts.
- Either preset an end time or close the rooms manually.
- Ending the breakout always gives the countdown timer, set the breakout room closing timer to 60s, to give people time to say goodbye.
- After opening the zoom room have the first prompt ready to go, so they arrive with prompt 1.
- Try to be focused with prompts, it will keep the mood easy.
- Familiarize with breakout operation beforehand, see zoom guide.