



# ▶ CLASSmates Facilitator Guide

## Understanding CLASSmates

**Facilitators play a vital role in keeping peer group meetings on track and to time, while ensuring the objectives of the meeting are achieved.**

Preparation is key. To help things run smoothly, we have prepared this resource along with a CLASSmates user guide, CLASSmates notes template and a Jamboard tool.

**CLASSmates user guide** – facilitators should familiarise themselves with the CLASSmates user guide, including the proposed objectives, activities and outcomes, and how they occur within the structure of start, analyse, synthesise and evaluate.

**CLASSmates notes template** – the note taker (or each participant if not using a note taker) should access the CLASSmates notes template before the meeting. The facilitator should understand what information and outcomes need to be recorded at the meeting as this documentation is uploaded to MyRecert ([myrecert.pharmacycouncil.org.nz](http://myrecert.pharmacycouncil.org.nz)) as evidence of meeting Pharmacy Council recertification requirements.

**Jamboard tool** – for online meetings (or if your group prefers digital to paper-based tools), participants should access the Jamboard tool. Jamboard is a digital interactive whiteboard developed by Google, so the facilitator will need to be signed in to a Google account to save a copy of the Jamboard for the group. To do this, open the Jamboard we have provided ([tinyurl.com/Class04-Jamboard](https://tinyurl.com/Class04-Jamboard)), click on the three dots at the top right corner of the page and select “Make a copy”. Then, you will need to share the new link with everyone in your peer group. We suggest you send this in advance of your meeting to ensure everyone can access the Jamboard without issue. A practice page has been included. Before the meeting, ask all participants to add a virtual sticky note to this page and include their name, to confirm they know how to use this tool.

You may need other online tools for videoconferencing. Practise with these beforehand and check that all participants have done the same.

## Using principles of Te Tiriti o Waitangi

**The commitment in the pharmacy profession to improve cultural safety and address equity in Māori hauora means peer groups should be facilitated using the principles of Te Tiriti o Waitangi, summarised here:**

**Tino rangatiratanga** – Māori are guaranteed the right of self-determination and autonomy in the design, implementation and evaluation of health and disability services.

**Equity** – Māori will experience equitable health outcomes.

**Active protection** – Māori will be actively protected, which includes the need for all partners to be well-informed on the extent and nature of both Māori health outcomes and efforts to achieve Māori health equity.

**Options** – Māori will be offered healthcare options that include appropriately resourced kaupapa Māori health and disability services and culturally safe mainstream services.

**Partnership** – Māori will be partners at all stages of the healthcare journey, including design, delivery and monitoring.



## Opening and closing meetings

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**A karakia or prayer to open and close each meeting is an important step to ensure correct tikanga is followed.**

Ask if anyone would like to start the meeting with a karakia. If no one steps forward, consider saying the following:

“We all have a different understanding of what connects us as people, how we fit into the world, and what many describe as the spiritual aspects of our existence. At the start of the meeting, it’s good to stop for a moment, ground ourselves and be present.

In the tradition of the tangata whenua, let’s start the meeting with a karakia.”

<i>Tūtawa mai i runga</i>	<i>I summon from above</i>
<i>Tūtawa mai i raro</i>	<i>I summon from below</i>
<i>Tūtawa mai i roto</i>	<i>I summon from within</i>
<i>Tūtawa mai i waho</i>	<i>And from the surrounding environment</i>
<i>Kia tau ai te mauri tū,</i>	<i>The universal vitality and energy to infuse</i>
<i>te mauri ora ki te katoa</i>	<i>and enrich all present</i>
<i>Haumi e, hui e, tāiki e!</i>	<i>Unified, connected and blessed.</i>

**If you start with a karakia, it is important to end with a karakia.**

Again, ask if anyone would like to do this; if no one steps forward, consider saying the following:

“Let’s close our meeting with a karakia.”

<i>Kia whakairia te tapu</i>	<i>Restrictions are moved aside</i>
<i>Kia wātea ai te ara</i>	<i>So the pathway is clear</i>
<i>Kia turuki whakataha ai</i>	<i>To return to everyday activities</i>
<i>Kia turuki whakataha ai</i>	<i>To return to everyday activities</i>
<i>Haumi e, hui e, tāiki e!</i>	<i>Unified, connected and blessed.</i>

## Guiding whanaungatanga

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**The facilitator must guide the introductions so that everyone offers their name, location and role.**

Check that the note taker (or each participant if not using a note taker) records these details using the CLASSmates notes template. If group members do not know each other, the facilitator can encourage participants to share an interesting fact about themselves.

From this point, relationships grow. Facilitators should foster connections and trust as the basis of authentic sharing, open-handed discussion and learning.

## Affirming group objectives

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**When the peer group was formed, you should have agreed on the purpose, processes and rules of engagement of the group.**

Affirm the group objectives at the start of each meeting to help keep the group focused. Invite participants to reflect on outcomes and changes in practice that have resulted from previous meetings.



## Using the CLASSmates resources

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**Guide the group through the activities outlined in the CLASSmates user guide, following instructions and prompts carefully.**

The facilitator plays the following key roles:

- ▶ Make sure every participant is offered opportunities to contribute to group discussions.
- ▶ If using Jamboard, ask participants to add sticky notes with their ideas to each page.
- ▶ Direct the conversation and facilitate consensus as required.
- ▶ Ensure the group's ground rules are adhered to.
- ▶ Be mindful of time – if there is good discussion with engaged learning (see below), avoid interrupting; instead, wait until there is a pause, then advise the group that they may continue or summarise quickly and move on.
- ▶ Check the objectives of the meeting are met.
- ▶ Ensure outcomes from the meeting are recorded on the notes template.

## Recognising engaged learning

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**Deciding when to stop an activity is with the facilitator. If group members are deeply engaged, on topic and making progress towards meaningful outcomes, the facilitator may decide to allow an activity to continue beyond the allotted time.**

Engaged learning can be recognised in simple ways (for online meetings, it helps for all participants to have their camera turned on):

- ▶ Participants lean forward and stop other activities (eg, looking at phone, writing, reading, speaking aside).
- ▶ Participants look up or at the person speaking.
- ▶ All members of the group are wanting to speak and are clearly waiting for a break to join in.
- ▶ Participants often group more closely and speak quietly but with focus – there is a quiet buzz.
- ▶ Sometimes, participants stand around or bend over a resource and their hands point in at different parts of the document.

Learning also occurs during silent, reflective thinking and writing. When learners have disengaged, they sit back in their chairs.

## Explaining group dynamics

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**In a change scenario, where the peer group is wanting to apply new knowledge to practice and build informed processes to benefit Māori hauora, there can be tensions around what is involved.**

The facilitator should understand that a peer group, like a team, develops in stages. The facilitator can outline to peer groups what those stages are (see next page). Often, objective frames of understanding provide the bigger picture for understanding the micro-dynamics of individual incidents.



The trusted model by Bruce Tuckman uses five stages to show how small groups develop:

- 1. Forming** – team acquaints and establishes ground rules; formalities are preserved and members are treated as strangers.
- 2. Storming** – members start to communicate their feelings but still view themselves as individuals rather than part of the team; they may resist control by group leaders and show hostility.
- 3. Norming** – people feel part of the team and realise they can achieve work if they accept other viewpoints.
- 4. Performing** – the team works in an open and trusting atmosphere where flexibility is key and hierarchy is of little importance; individuals may show increased motivation and excitement as they realise their combined progress towards shared goals.
- 5. Adjourning** – the team assesses the year and implements a plan for transitioning roles and recognising members' contributions.

## Responding to unprofessionalism

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### **The facilitator may be concerned about instances of unprofessional behaviour.**

Such instances can usually be corrected by saying, “Hey, let’s remember our values and ground rules.” This is usually enough for individuals to pause and self-correct.

However, if an individual’s behaviour is of concern, then the facilitator should make their own notes and pass them forward to the person’s employer or clinical leader.