

Guiding Principles for CDG Facilitator’s

Spheres of Facilitation

This document is written in the spirit of generosity, fairness and respect, and with these principles we aim to promote and facilitate A Celebration Day for Girls workshops, and work together as facilitators.

Through these founding principles and through the clarifications below we believe areas of potential confusion, in regard to the schools with which we communicate about, and for whom we run, CDG can be navigated wisely, generously, collaboratively and in a spirit of profound service.

I have written this document with considerable fine-tuning and clarification by those facilitators who volunteered to be part of the process. Thank you Carolyn Shurey, Charlotte Young, Emily Stewart, Janoel Liddy, Katherine Callinan-Moore and Melinda Whyman for your thoughtful input. The invitation to be involved was offered to all via the CDG e-newsletter December 2015.

1. Before approaching a school to offer a Celebration Day for Girls it’s important that a facilitator:
* determines whether a CDG has been run at this school before, if yes who ran it?, and is this ongoing?
* determines if a CDG hasn’t been run at the school whether a facilitator is in the process of establishing a relationship with the school with a view to running CDG there
* checks the map of facilitators on the ‘facilitators’ page at celebrationdayforgirls.com and the Google doc CDG facilitators details\*, specifically the columns ‘Town/Suburb/City/State’ and ‘Schools currently offering/running CDG’\*\*
* contacts facilitators in their area to check whether they have children at the school, or have had.
1. The principles of precedence, in descending order of pre-eminence (that is, the top one is the most important, the second has precedence over the third and so on), are:
* facilitators are considered to have precedence at the schools where they have run previous CDGs
* facilitators are considered to have precedence at a school where they are actively and currently engaged with the school toward making a date for a CDG
* facilitators are considered to have precedence at the school where their children attend, or have attended
* facilitators are considered to have precedence at the schools in the area/shire/town where they live.
1. We each hold the responsibility to check if another facilitator might already have precedence for running a CDG at a school *before* starting a conversation with the school community (parents or staff). Therefore, in practice:
* if a facilitator is approached by a parent before having this information, they can say ‘I need to check who is already representing CDG here and I’ll get back to you’ (or similar). This will head off parents’ confusion and crossed wires
* if a facilitator knows who has precedence at a school and is approached by a parent they can say, ‘So-and-so runs the CDGs here. She’s great and I know you and your daughter will have a wonderful time with her’ (or similar). By always practicing utmost professionalism and a united CDG front we support each other and all potential CDG participants
* this mean, for instance if a facilitator had a really good connection with a mother she met and she said “I really like you, could you facilitate for my daughter’s class next year?” The reply could run something like, “Which school does she go to?” If it’s a school that is already ‘taken’ then the reply, across the board needs to be, “Well that’s already covered by (x facilitator), she’s great and you’ll love her.” Or something similar. That way, facilitators can feel secure in their ongoing roles within schools and parents are supported by the clarity offered by the collective body of facilitators.

4. If there is still a lack of clarity consider the following guiding principles (e.g. two new facilitators in the same shire with equal ‘rights’ to schools):

* Engage in a collaborative conversation between facilitators to find a mutually satisfactory solution. This may involve:
* discussing precedence rather than assuming
* through discussion you may agree one facilitator has greater rights to a particular school than another
* sharing out schools in an area and both promoting all CDGs
* considering co-facilitation
* maintaining a central focus on what is best for the girls who will attend the CDG/s and their mothers/ schools/ communities.

5. When mothers at a school recommend different CDG facilitators they know, or have heard of, other than the one with precedence at their daughter’s school this can potentially lead to confusion and undermine the CDG experience for everyone.

We encourage mothers to support their girls attending a CDG with their class, *and* it’s understandable if they have a facilitator friend or friends of their daughter attending another CDG that they may want to attend that one. Ultimately, of course, the choice is theirs. A number of girls have happily and proudly attend two CDGs.

This clarifying document is in part an effort to try to avoid potential chaos and confusion where mothers vie for different facilitators. By clarifying precedence between facilitators we can present a clear, professional and united front to parents and schools, for everyone’s benefit.

6. When a facilitator receives a private, non-school-based invitation to run a CDG, say for a relative or a friend, outside their usual area, somewhat different guidelines apply, with a good dose of common sense thrown in. Such a CDG may not impact on a local facilitator and her plans at all and simply means another group of girls and mums get to attend, *however* that cannot be assumed. If there is a local facilitator contact her and discuss the implications of the invitation and if possible ways you can support each other, e.g. sharing the local facilitator’s contact details with mums to give to their network for future CDGs.

7. If a meeting between facilitators does not lead to a satisfactory outcome, the next step is to ask a mutually agreed upon third facilitator to help you find a solution, or a group of three facilitators.

In all negotiations it’s important to allow for and acknowledge feelings and ideas, and to be aware of personality differences. It’s critical for each participant to clearly express their interest and feelings, and to feel heard by the other *as a first step*. Allow time, spaciousness and due process for an all-round worthy outcome.



In the bright spirit of our sum being more than our parts, and our great collective potential being so much greater through collaboration, I wish you all *all* the CDGs you could ever hope to facilitate. And year by year may more and more girls step joyfully through the Celebration Day for Girls moon-gate with beaming faces and blazing new awareness.

Warmly,

Jane

\*https://docs.google.com/spreadsheets/d/1ZnAxlPcCI1bTrTC3sim08498iL00BFJm6kv-pmHFgP8/edit?ts=560272d7#gid=0

\*\*Please note: each facilitator has the responsibility to update their details on the CDG facilitators details Google doc.