

Handout 6 – Facilitator Review, Inclusion Check and Anonymous Exit Pulse

This handout is for the facilitator.

Do not collect students’ mastery examples, confidence scores or personal goals unless a student explicitly chooses to share them.

Before delivery – inclusion and opportunity check

- ☐ Have I included examples of capability beyond grades and public performance?
- ☐ Can students demonstrate progress through different modalities and with accommodations?
- ☐ Are the stretch-step options genuinely achievable with available time, resources and support?
- ☐ Do some students receive less specific feedback, fewer revision opportunities or lower expectations?
- ☐ Is peer feedback optional, behaviour-based and protected from comparison or teasing?
- ☐ Do I have a plan if a student’s low confidence reflects repeated bullying, discrimination, learning barriers, trauma, distress or unmet support needs?

Anonymous exit pulse – collect only group totals

Statement	Yes	Not sure	Not yet
I can name evidence of something I have learned, managed or improved.			
I can name at least one strategy or support that helps me make progress.			
I have one next step that feels achievable enough to try.			

Facilitator follow-up after two weeks

- ☐ Did students have real opportunities to attempt their first step, or did school conditions prevent access?
- ☐ What barriers appeared most often: unclear tasks, lack of time, inaccessible materials, fear of public error, limited feedback, poor relationships, language, cost/resources, or lack of adult support?
- ☐ Did feedback describe observable strategies and progress rather than fixed traits?
- ☐ Which classroom or school practice should change so students receive more mastery opportunities?
- ☐ What should be recorded in the WELL³ Logbook at group level: implementation completed; adaptations used; common barriers; actions agreed; date for review. Do not record private student content.