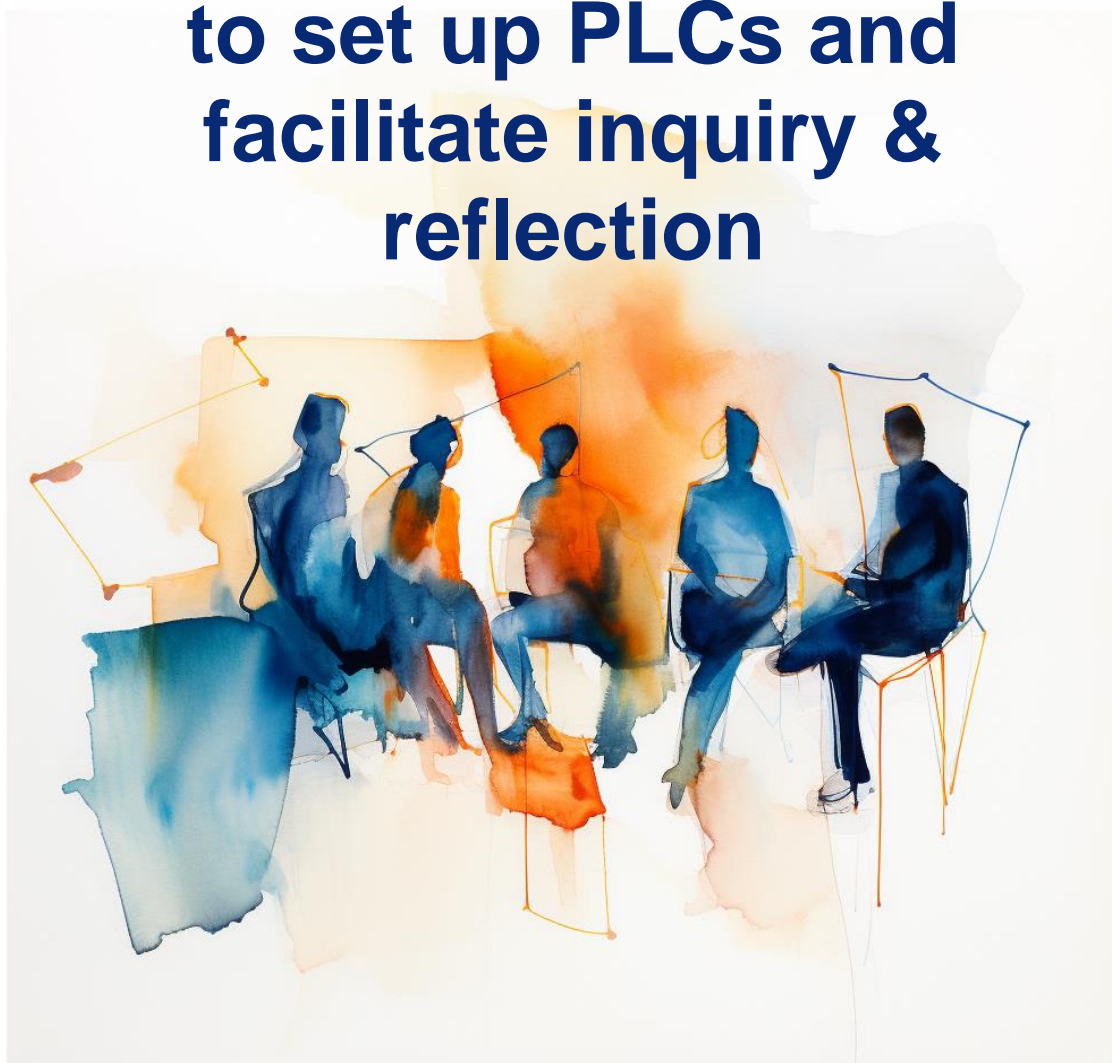**Erasmus+ Project LeaFaP**

ACTIVITIES
to set up PLCs and facilitate inquiry & reflection

COLLABORATIVE DIMENSION
Knowledge map: Making our strengths visible

LeaFaP

Leading and Facilitating Professional Learning Communities in Schools towards an Inquiry-based and Reflective Practice
KA220-SCH - Cooperation partnerships in school education

Collaborative Dimension

1.	Focus of the activity	Knowledge Map – Making PLC Skills and Resources Visible
2.	Duration of practice	**75 Minuten**
3.	Prior experience of the PLC	For PLCs that are in the early to middle phase of collaboration and still have little structured insight into the members' competencies
4.	Goals of the activity	✓ This activity aims to identify and visualize the skills and resources of all PLC members in order to promote synergies, identify knowledge gaps and target future collaboration.
		✓ The knowledge map is designed to be a constantly expandable and customizable tool, providing an up-to-date overview of the knowledge and skill levels of all members.
		✓ This creates a basis on which the collective use and further development of skills can be planned.
5.	Description of the activity (350-500 words)	Introduction (10 minutes)

Introduction (10 minutes)

The facilitator (F) welcomes the participants and introduces the aim of the knowledge map. F explains that this method aims to make the existing resources, experiences and individual skills of all members visible. This is intended to create connections between the skills and identify synergies in a targeted manner. F emphasizes that the knowledge map should be understood as a dynamic overview that is continuously expanded and adapted to reflect development and change within the PLC. This ensures that the knowledge map always represents the current level of knowledge and skills of the group and serves as a resource for future decisions.

Flexibility of the method

F explains that both digital and analog methods can be used, depending on the preferences of the participants. Digital tools such as Miro, Padlet or Microsoft Whiteboard allow for easy documentation and later editing, while analog methods, such as the use of flipcharts and post-its, provide a visual and haptic representation that can be particularly beneficial in face-to-face sessions. Both methods have their advantages, and participants can decide together which method they prefer.

Phase 1: Collecting individual contributions (15 minutes)

Each participant receives the handout "Personal knowledge profile" (Tool 1 - see appendix for example), on which they note their specialist areas, resources, strengths and previous experience. This can include specific skills (e.g. expertise in digital education or subject didactics) as well as overarching skills (e.g. communication skills, team leadership or empathy in dealing with students). In addition, participants could also indicate other important resources, such as material resources, contacts and networks, time resources, experience in special projects, etc.

Option for digital tools and analog methods

- Digital version: Participants enter their contributions directly onto a digital whiteboard, which remains accessible and editable for everyone. This enables a clear presentation and flexible adjustments even after the session.

- Analog version: Participants write down their contributions on cards or post-its, which are then attached to a large poster or flipchart. This visual presentation creates a tangible overview in the room and encourages direct interaction.

Phase 2: Creating the knowledge map (30 minutes)

After the individual contributions have been collected, the participants present their entries in plenary. F collects the contributions and organizes them on a large map (either on a flipchart or a digital whiteboard) in categories such as expertise, practical skills and resources. The contributions are sorted, and similar or complementary contributions are linked to make synergies visible. F encourages participants to ask questions about their colleagues' contributions and point out possible connections they see. This creates a comprehensive, visualized representation of the PLC's collective strengths and capabilities.

Option for the use of digital tools and analog methods

		• Digital version: The digital whiteboard can be edited by all participants at the same time, creating an interactive and ongoing collaboration. The digital map remains saved after the session and can be added to at any time.
		• Analog version: The knowledge map is created on a flipchart or large poster. Participants can visually connect their contributions with lines or color-code them to show relationships. This map also remains available as a resource in the room and can be used for future sessions.
		Phase 3: Discussion and reflection (20 minutes)
		In the final phase, the participants discuss the knowledge map together. F moderates the discussion and asks reflection questions such as:
		• *"What skills and resources have we pooled in our group?"*
		• *"Which areas could we develop further in the future?"*
		• *"How can we use the identified strengths specifically in PLC work?"*
		• *"What potential collaborations or initiatives could emerge from these potentials?"*
		This reflection should help the participants to develop an awareness of the combined strengths and potential within the group. They also discuss how the knowledge map can be used as a planning tool for future meetings and as a basis for new projects. F documents the main results of the discussion and ensures that all participants can contribute their perspectives.
6.	PLC dimensions	✓ Collaborative dimension (main dimension) ✓ Relational dimension (additional dimension) ✓ Digital dimension (additional dimension)
7.	Learning outcomes for the participants	✓ Knowledge: Participants receive an overview of the knowledge and resources available in the group and can thus close any gaps and deficits in a targeted manner. ✓ Knowledge: Participants understand how knowledge and resources can be optimally utilized within the PLC and how members' individual strengths complement each other. ✓ Skills: Participants learn how to visualize competencies and work with knowledge maps to specifically identify and utilize potential. ✓ Attitudes: Participants develop an appreciation for the diverse knowledge and experience within the team and recognize that every contribution is valuable and contributes to the group's collective growth. They also cultivate a mindset of collaboration, focused on mutual benefit and continuous development.
8.	Activity format	Individual reflection, plenary discussion, group discussion

9. Materias/Tools	• Tool 1: "Individual knowledge profile" handout for each participant
	• Flipchart, digital whiteboard or large poster for the knowledge map
	• Markers and colored pens
	• For digital version: notebooks, projector, smartboard, Google Formular, Mentimeter or Slido for the knowledge map
10. Room & Preparation	The room should be designed in such a way that all participants can easily see the knowledge map and have easy access to the flipchart or whiteboard. Alternatively, digital whiteboards can be set up and made accessible to all participants. These digital tools offer the advantage that the map can be edited and viewed by everyone during and after the session. With the analog version, sufficient materials such as markers, post-its and posters should be available so that all participants can contribute their ideas visually.
11. Dimension of Inclusion	The knowledge map promotes inclusion, as the contributions of all members are considered and valued. F ensures that all perspectives and skills are presented equally and that everyone is given the opportunity to actively contribute. It ensures that even quiet voices are heard and that the entire process is based on mutual appreciation. This strengthens the members' sense of belonging and creates a culture in which diversity is perceived as an enrichment.
12. Promotion of democratic values and practices	This activity promotes democratic values and practices through: • Equal participation: All members have the opportunity to contribute and present their skills and resources on an equal footing. • Transparency and trust: By making all resources and skills visible, a transparent image of the group is created that promotes trust and appreciation. • Collective decision-making: The group discussion and the joint creation of the knowledge map support collective decision-making in which all voices are heard.
13. Appropriation for digital PLCs	The knowledge map can be easily adapted for digital PLCs: • Digital whiteboards: tools such as Miro, Padlet or Microsoft Whiteboard allow for interactive and flexible creation of the knowledge map. These tools offer the possibility to share and collaborate on contributions in real time, which is particularly valuable for virtual teams. • Synchronous and asynchronous working: The knowledge map can be added to both synchronously during a meeting and asynchronously **afterwards, allowing collaboration to continue outside of meetings.**
14. References & suggested sources	Stary, C., Maroscher, M., & Stary, E. (2012). *Wissensmanagement in der Praxis: Methoden, Werkzeuge, Beispiele* (S. 115 ff.). Carl Hanser Verlag. Eppler, M., & Burkhard, R. (2007). Visual representations in knowledge management: Framework and cases. *Journal of Knowledge Management, 11*(4), 112-122. https://doi.org/10.1108/13673270710762756
15. Appendix	**below**

APPENDIX

Tool 1: Handout "Individual knowledge profile" (example)

Note: Please take your time to fill out this sheet in detail. The information collected here will be used in the next step to create a shared knowledge map that makes all the skills and resources of the group visible.

Individual knowledge profile
Area of expertise:
(Describe your areas of expertise, e.g. mathematics didactics, digital education, etc.)
Other abilities:
(Note any other skills you can bring to the PLC, e.g. project management, moderation experience, etc.)
Soft Skills:
(Describe your interpersonal skills, such as team leadership, empathy, conflict resolution, etc.)
Material ressources:
(List of teaching materials, digital tools, special software or access points that can be used for the work of the PLC)
Contacts and networks:
(Note important professional contacts, collaborations or access to external experts that could be useful to the group)
Time resources:
(Describe your availability for additional projects, possible times for support or mentoring)
Experience with special projects:
(Indicate your experience in pilot projects, international collaborations or other special programs)
Additional relevant resources:
(Note here anything else that may contribute to the current PLC topic, depending on the specific objectives of the PLC)

Example of a knowledge map

Topic: Digital education and innovative teaching methods

Category	Member contributions	Connections & synergies
Areas of expertise	- Mathematics didactics (Sarah) - Digital education (Michael) - Language support (Emily)	- Connection between language development and mathematics (integration of digital tools for language development in mathematical tasks). - Michael could offer workshops for all members on digital tools in education.
Other abilities	- Project management (John) - Moderation experience (Emily) - Video creation for teaching (Michael)	- Michael and John could work together to develop a video project to introduce digital learning methods, which John would lead. - Emily could take over the facilitation of PLC meetings to increase efficiency.
Soft Skills	- Team leadership (John) - Empathy (Sarah) - Conflict resolution (Emily)	- John takes on the role of group leader for project coordination. - Sarah can act as a mentor for younger colleagues to strengthen the well-being of the team.
Materiall ressources	- Access to learning platforms (Michael) - Digital whiteboards (Emily) - Specialist literature on subject didactics (Sarah)	- Michael can organize training on the use of the learning platforms for all members. - Emily will ensure that all PLC members have access to the digital whiteboards.
Contacts and networks	- Contact with the university (Michael) - Cooperation with the city library (Sarah) - Access to IT experts (John)	- Michael could arrange workshops on digital education through his university contact. - Sarah organizes an event in the city library to present innovative teaching projects.
Time resources	2 hours per week for mentoring (Sarah) 1 hour per week for technical training (John)	- Sarah provides weekly mentoring sessions for new members. - John runs regular technical training sessions to bring all members up to speed.
Experience with special projects	- Management of a pilot project on blended learning (Michael) - Participation in international school partnership (Emily))	Emily and Michael could contribute their experience to the planning of a new international project using blended learning.
Additional relevant resources	- Interest in gamification in the classroom (Sarah) - Experience with virtual reality (John)	John and Sarah could develop a concept together to integrate VR technology and gamification into the classroom.

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