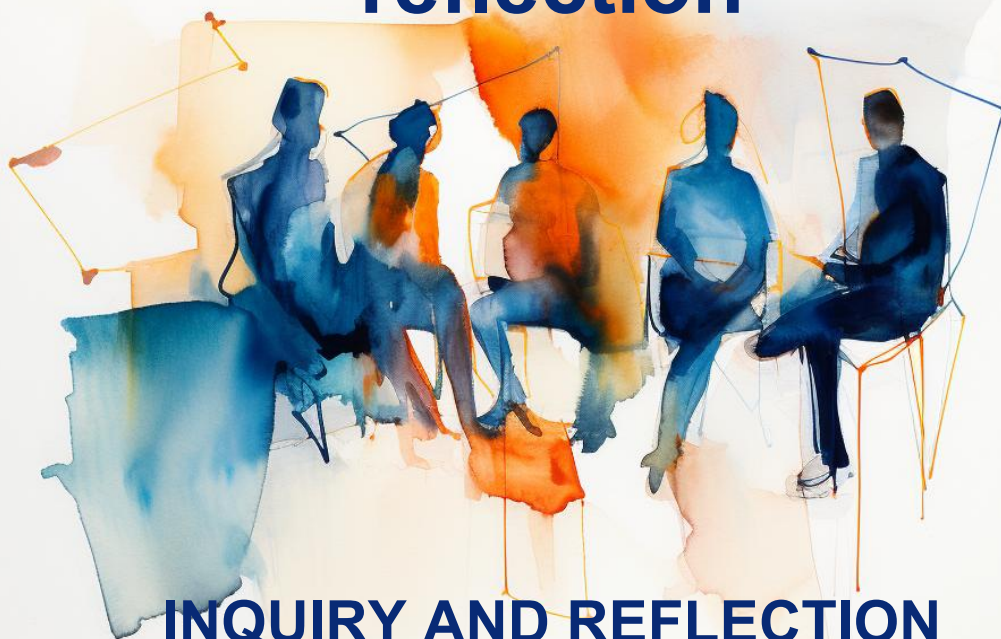




ACTIVITIES to set up PLCs and facilitate inquiry & reflection



INQUIRY AND REFLECTION

From actions to insights: Unpacking classroom incidents

LeaFaP

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

Inquiry and reflection dimension	
1. Focus of the activity	Refinement of the inquiry process and analysis
2. Duration of practice	120 minutes (approx..)
3. Prior experience of the PLC	Middle step of a PLC. This activity is especially designed to be used after the PLC participants had the opportunity to take actions and apply within their practice some of the main ideas discussed in a previous meeting
4. Goals of the activity	<ul style="list-style-type: none"> ✓ Participants will refine their inquiry processes, developing a more structured approach to understanding and improving their professional actions. ✓ Participants will develop skills to collaboratively analyze incidents, synthesize insights, and identify actionable steps. ✓ Participants will gain knowledge of techniques for fostering reflective practice, including using structured tools and methods to document and analyze professional experiences. ✓ Participants will gain deeper insights into their professional practices through structured reflection and peer collaboration.
5. Description of the activity	<ul style="list-style-type: none"> • This activity helps participants reflect on practice-related incidents, analyze them collaboratively, and identify key insights. Through structured steps, they will describe events, explore interpretations, and work in teams to uncover themes and actionable steps for improvement, concluding with individual plans for implementation. <p>Introduction:</p> <p>The facilitator (F) welcomes the group and invites each participant to briefly summarize the actions taken since the last meeting. F then introduces a structured process designed to help the PLC reflect on and gain deeper insights into these actions. Using examples from participants' summaries, F connects the introduction to Phase 1.</p> <p>Phase 1: Describing Incidents (Completed Part A of Tool 1 with objective descriptions of incidents.)</p> <ul style="list-style-type: none"> o F introduces Tool 1 and guides participants to focus on Part A, specifically the Documentation column. o Participants are directed to describe at least two incidents from their action or inquiry, using prompts provided in the tool. These prompts include: <ul style="list-style-type: none"> □ A problematic part of the action/inquiry. □ A part of the action/inquiry that worked well. □ An incident that created an emotion, impressed participants, or was unexpected. o F demonstrates how to write objective descriptions of incidents, avoiding analysis or interpretation. <ul style="list-style-type: none"> • Leading Question: What happened in each incident, and how can you describe it without interpreting its meaning? <p>Phase 2: Brainstorming Interpretations (Completed Part B of Tool 1 with individual interpretations and lessons learned)</p> <ul style="list-style-type: none"> o F explains Part B of Tool 1, specifically the Analyzing the Incident and What Can Be Learned columns. o Participants work individually to brainstorm and document thoughts about the incidents they described in Part A, using bullet points. o Focus areas for analysis include: <ul style="list-style-type: none"> □ Significant points or ideas from the incident. □ Connections to learning processes or participant roles. □ Lessons learned that can be generalized and applied to others. • Leading Question: What possible reasons, factors, or perspectives could explain what happened in each incident? <p>Phase 3: Collaborative Analysis (Completed Tool 2, Part B with collaborative analysis.)</p> <ul style="list-style-type: none"> o Participants write their names twice on their Tool 1 forms and cut the forms along the dotted lines to separate Part A and Part B into two sections: <ul style="list-style-type: none"> □ Form-Part A (Documentation).

	<div><div><div><div><div><div></div><div>Form-Part B (Analysis and Learning).</div></div><div><div></div><div>F collects Form-Part A sections in Box A and Form-Part B sections in Box B.</div></div><div><div></div><div>Each participant randomly selects a form from Box A (not their own) and pairs with someone else.</div></div><div><div></div><div>In pairs, participants transfer the incidents from Form-Part A to Tool 2 and collaboratively analyze them. They focus on completing the Key Highlights and Lessons to Learn columns in Tool 2, discussing patterns, challenges, and insights.</div></div></div></div><div><div><div>•</div><div>Leading Question:</div></div><div>What patterns, challenges, or opportunities emerge when interpreting these incidents collaboratively?</div></div><div><div><div></div></div></div><div><div>Phase 4: Synthesizing and Organizing (Synthesized insights and themes, organized on A2 paper and documented in Tool 2.)</div></div><div><div><div>•</div><div>Activity:</div></div><div><div><div></div><div>Pairs join with another pair to form a team.</div></div><div><div></div><div>Teams retrieve matching Form-Part B sections from Box B and organize all forms (Tool 1 and Tool 2) on an A2 sheet.</div></div><div><div></div><div>Teams use highlighters to identify similar ideas across analyses and synthesize insights, completing the What Can Be Learned column of Tool 2.</div></div></div><div><div><div>•</div><div>Leading Question:</div></div><div>What themes or insights emerge from these incidents when analyzed collectively? How do they align with our inquiry focus?</div></div><div><div><div></div></div></div><div><div>Phase 5: Presentation and Reflective Discussion (Group-level insights and a compiled summary)</div></div><div><div><div>•</div><div>Activity:</div></div><div><div><div></div><div>Each team presents the themes and insights developed in Phase 4 to the larger group.</div></div><div><div></div><div>F facilitates a group discussion to summarize key insights and implications for practice.</div></div><div><div></div><div>A final summary of insights is compiled and shared with the group.</div></div></div><div><div><div>•</div><div>Leading Questions:</div></div><div><div><div></div><div>What are the key insights we gained from this reflective process about our inquiry and actions?</div></div><div><div></div><div>How do these insights inform our next steps?</div></div></div></div><div><div><div></div></div></div><div><div>Closure - Individual action plans.</div></div><div><div><div>•</div><div>Activity:</div></div><div><div><div></div><div>Each participant reflects on the session's insights and formulates specific actions to address the issues or opportunities identified.</div></div><div><div></div><div>Participants share their planned actions with the group before concluding the session.</div></div></div><div><div><div>•</div><div>Leading Question:</div></div><div>Based on the insights from today, what specific actions will you take to address the issues or opportunities identified?</div></div><div><div><div></div></div></div><div><div>Summary of Tool Usage</div></div><div><div><div>Phase 1</div><div>Tool 1</div><div>Part A</div><div>Documenting incidents objectively.</div></div><div><div>Phase2</div><div>Tool1</div><div>PartB</div><div>Analyzing incidents individually and identifying lessons learned</div></div><div><div>Phase3</div><div>Part B</div><div></div><div>Collaborative analysis of incidents, focusing on shared insights.</div></div><div><div>Phase 4</div><div>Tool 2</div><div>Part B</div><div>Synthesizing and organizing themes collectively.</div></div><div><div>Phase 5</div><div>Tool 2</div><div>Part B</div><div>Presenting and discussing themes and insights.</div></div></div></div></div></div></div></div>
6. PLC dimensions addressed	<div>Dimension : Reflection & Inquiry</div> <div>5.3 Encourage individual and group reflection and critical analysis of professional practices to identify learning goals</div>
7. Learning outcomes for the participants	<div><div><div>•</div><div>Knowledge:</div></div><div><div><div></div><div>Techniques for fostering reflective practice.</div></div><div><div>•</div><div>Skills:</div></div><div><div><div></div><div>Ask probing questions to stimulate critical thinking.</div></div><div><div></div><div>Make use of the group’s previous knowledge and experiences to foster reflection and critical thinking.</div></div></div></div></div>

	<ul style="list-style-type: none"> • Attitudes: <ul style="list-style-type: none"> o Commitment to fostering a reflective culture. o Valuing critical analysis as a tool for improvement.
8. Activity format	Individual, dyad, groups of four, whole group activities
9. Materials & tools	Tool 1. Reflection form (see Appendixes) Tool 2. Reflection form (see Appendixes) Tool 3: A2 paper (1 for each group of four) Tool 4: Highlighters in different colors
10. Room & preparation	A flexible arrangement of the furniture that accommodates both small group activities and group discussions.
11. Dimensions of inclusion	<p>F ensures that diverse beliefs and practices are respected and valued by all participants throughout the activity. F encourages participants to share their perspectives openly, both in pairs and in the whole group, creating a safe space for dialogue. F supports the group in identifying common ground achieved through reflection and discussion and highlights areas that require further exploration, fostering inclusivity and mutual understanding</p> <p>Examples:</p> <p>Phase 1: Describing Incidents F encourages participants to describe incidents without judgment, ensuring diverse perspectives are included using the following phrases:</p> <ul style="list-style-type: none"> o "Focus on describing what happened as you saw it, without analysis—everyone's perspective is unique and important." o "This is a moment to capture events objectively, so we can later reflect on the diversity of experiences." <p>Examples:</p> <p>Phase 3: Collaborative Analysis F ensures equitable participation in pairs and redirect the discussion if one person dominates. Encourage mutual respect and value differing perspectives using the following phrases:</p> <p>"How can you both build on each other's ideas to explore this incident further?"</p> <ul style="list-style-type: none"> o "Remember, the goal here is to understand the incident through multiple lenses." <p>Phase 4: Synthesizing and Organizing F ensures that teams highlight common ground and appreciate differences. Guide them to recognize diverse perspectives while identifying shared themes using the following phrases:</p> <ul style="list-style-type: none"> o "What patterns or shared ideas do we see across our discussions?" o "Are there any differences that stand out? How might these offer new insights?"
12. Promotion of democratic values and practices	<p>Participants actively contribute to shaping collective understandings during the activity. Time is equitably distributed, allowing everyone to voice their concerns, suggestions, and proposals aligned with the activity's goals. F ensures a supportive environment by avoiding criticism of opinions and using open-ended, clarifying questions to promote dialogue and collaboration. This approach empowers participants to co-create knowledge and engage meaningfully with the process</p> <p>Examples:</p> <p>Introduction -Establish Inclusion and Democratic Values F explains the importance of diversity in perspectives and set the tone for respectful and equitable participation using the following phrases:</p> <ul style="list-style-type: none"> o "Everyone's experiences and views are valuable, and this is a space where we respect and learn from our differences." o "Let's aim to share time equitably so everyone has a chance to contribute." <p>Phase 2: Brainstorming Interpretations</p>

	<p>F Facilitates brainstorming in a way that avoids criticism and promotes sharing ideas openly using the following phrases:</p> <ul style="list-style-type: none"> o "What other interpretations or possibilities can we consider for this incident?" o "There are no wrong ideas—every perspective can help us understand this more fully."
13. Appropriation for digital PLCs	<p>Breakout rooms and Padlet.com are effective tools for facilitating digital PLCs. Tools 1 and 2 can be seamlessly adapted into digital formats, preserving the unique approach of sharing columns. For instance, participants can complete specific columns of Tools 1 and 2 using collaborative platforms like Google Sheets or Padlet, where each column is treated as a separate interactive element. Once completed, the sections can be digitally exchanged among participants via breakout rooms or shared boards. This approach maintains the integrity of the activity, allowing participants to engage in brainstorming, analysis, and reflection in a structured and collaborative digital environment .</p>
14. References & suggested sources	<ul style="list-style-type: none"> • Knauf, H. (2022). Pedagogical Documentation in Early Childhood Education: Process-Oriented Procedures for Documenting Education and Development. Germany: Springer Fachmedien Wiesbaden. • Edwards, C. P., Gandini, L., Forman, G. E. (2022). The Hundred Languages of Children: The Reggio Emilia Experience in Transformation. Canada. • Stacey, S. (2023). Pedagogical Documentation in Early Childhood: Sharing Children's Learning and Teachers' Thinking. USA: Redleaf Press. • Schön, D. A. (2017). The reflective practitioner: How professionals think in action. Routledge. https://www.taylorfrancis.com/books/mono/10.4324/9781315237473/reflective-practitioner-donald-schön
15. Appendix following	yes

Appendix

Instructions for the Tools

There are two tools: Tool 1 and Tool 2, each with a specific purpose in the activity.

- **Tool 1: Reflecting on Incidents**

This tool has two parts: Part A and Part B.

Part A: Describing Incidents

1. Write your name at the top of the tool.
2. Recall and describe specific incidents from your action or inquiry.
3. Choose from the following categories of the right column

Part B: Analyzing Incidents

1. Analyze the incidents described in Part A.
2. Answer the following questions:
 - What important points or ideas can be highlighted? How does this connect to the learning process or the roles of participants?
 - What is the main lesson learned? Summarize the takeaway from the incident in a way that others can also benefit.

- **Tool 2: Collaborative Analysis**

This tool is used during group work to deepen the analysis of incidents and synthesize collective insights.

Part B: Analyzing Incidents

1. Work in pairs or teams to explore the incidents documented in Tool 1.
2. Focus on:
 - Key highlights: What are the significant points or ideas from the incident? Consider its connection to learning, participant roles, or group dynamics.
 - Lessons to learn: What is the main insight or lesson from the incident? Summarize it so it can inform future actions or practices

Tool 1. Reflecting upon action

Name:		Name:	
Part A		Part B	
	<p>Documentation (recall, isolate and describe specific incidences: dialogues, actions, who did/said what, you may refer to participants expressions and gestures). Build the incident on something very specific someone did or said and try to describe what preceded and what followed</p>	<p>Analyzing the incident (what are the important things/ideas that can be highlighted within the incident/this might be connected to the learning procedure, the role of the participants etc)</p>	<p>What can be learned (try and summarize what is the main lesson that can be learned from this incident in a manner that can be generalized and useful to others)</p>
Describe one part of the action/inquiry which you feel was problematic.			
Describe one part of the action/inquiry which you feel worked well.			
Describe one incident from the action/inquiry that created a certain emotion to one/some of the participants or you			



<p>Describe one incident from the action/inquiry that impressed you and has to do with something someone did/said</p>			
<p>Describe one incident from the action/inquiry that impressed you and has to do with something you did/said</p>			
<p>Describe an incident from the action/inquiry that you remember vividly.</p>			
<p>Describe an incident from the action/inquiry that was unexpected.</p>			

Tool 2:

Part B	
Analyzing the incident (what are the important things/ideas that can be highlighted within the incident/this might be connected to the learning procedure, the role of the participants etc)	What can be learned (try and summarize what is the main lesson that can be learned from this incident in a manner that can be generalized and useful to others)



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