Erasmus+ Project LeaFaP

ACTIVITIES
to set up PLCs and facilitate inquiry & reflection

ORGANIZATIONAL DIMENSION
Getting organized: How far have we come?

LeaFaP

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

Organiszational Dimension

1.	**Focus of the activity**	Organizational Elements – How well have we improved in the organizational dimension?
2.	**Duration of practice**	appr. 45 minutes
3.	**Prior experience of the PLC**	Participants starting in a PLC
4.	**Goals of the activity**	✓ Running an evaluation on organizational aspects as a kind of self-monitoring ✓ identifying successful and less successful procedures ✓ developing practical changes for more efficient collaboration
5.	**Description of the activity**	**Introduction (5')** a) **F** welcomes all participants and gives an overview of the PLC meeting. The self-monitoring and subsequent consulting will take about an hour. b) **F** introduces the idea of the activity to recall the recently agreed on developments regarding organizational aspects and to reflect on what was successfully implemented and what might need additional efforts. The aim was to support cooperation with a binding organization. Activity 1 covered organizational dimensions for a detailed overview, activity 2 addresses the monitoring of a later regular PLC session including planning of a next step of development with an action plan. **Work phase 1: Overview of the development status of the organizational dimensions (5')** a) **F** lays out a large photo of the edited picture in the last meeting with an overview of the organizational aspects that had been discussed and agreed on to develop in activity 1. The picture can also be printed out and used as a handout for all participants. b) **F** asks the group to use small smileys (alternatively multi-colored post-its) and mark which aspects they think have already been implemented well and which ones still need to be worked on. The members place the smileys according to their personal impression and are asked not to discuss it, yet. This provides an easy overview of how the individual members experience the implementation. **Workphase 2: Groups systemize respected field and develop suggestions for practical development (15-20')** a) **F** and the group focus on the 2-3 organizational aspects that are assessed most critically (no smileys). **F** leads into the discussion by asking how the participants recognize that the development of the respected organizational aspect was not successful and why. **F** also asks the participants to reflect on what impact the aspects that have not been improved yet have on the groups proceeding. • How do you identify that an aspect has not been pursued better (naming indicator(s))? • Why has it not improved so far (reasons and possibly needed resources)? • How does it make the target-oriented work more difficult (awareness about the connection to PLC method)? **F** notes the aspects mentioned by the participants on moderation cards for everyone to keep the overview of the exchange. b) **F** also invites the participants to reflect on whether the originally agreed way to improve was not suitable or just carried out poorly. • Is the way we had thought of originally still the right one and we just have to follow through with it or do we need to think of another idea? • If so, how else could we accomplish better in this organizational dimension and what help do we possibly need? **F** notes potential new ideas on moderation cards (new color). Step a and b can be taken sequentially or be combined. **Closure (5')** At the end of the process, **F** summarizes the main targets the participants have agreed on. **F** also reminds the participants to follow up their jobs if any have been planned.
6.	**PLC dimensions**	**Organizational Dimension** 6.2 Monitor activities and progress of the PLC and handle documentation efficiently

7. Learning outcomes for the participants	**Knowledge:** o Understand progress monitoring and evaluation techniques. o Tools for monitoring activities and maintaining records. **Skills:** o Monitor progress and documenting outcomes of PLC activities. **Attitudes:** o Commitment to transparency and accountability in monitoring progress.
8. Activity format	whole group activity
9. Materials & tools	Material 1: Picture of the results of activity 1 (as photo or handout) Material 2: Moderation cards Material 3: Stickers (Smiley, colors) Tool 1: Key questions for reflection (can be cut as cards) Tool 2: Action Plan Template for detailed planning
10. Room & preparation	Group table
11. Dimensions of inclusion	**F** takes into regard, that the agreed-on improvements might not have been followed consequently due to single participants and that this could be brought up in the discussion. **F** should turn such a discussion towards the question of help that might be needed to follow through consistently next time Maybe not all participants took part in activity 1. In this case **F** makes sure that one of the PLC members explains how the picture came together (Material 1) and thus everyone can catch up with the process. If there are participants in the PLC who are visually impaired, **F** describes the picture and helps to stick on the stickers.
12. Promotion of democratic values and practices	Each member has the chance to take part in the critical reflection, development, and decision making. The final agreement on organizational aspects will be based on the ideas and possibilities of all participants.
13. Appropriation for digital PLCs	The steps for monitoring the development of the organizational aspects can be used in an online meeting, too. - Exchanging online can be done with a collaboration board. - The picture can be shown on the board. - The (smiley) sticky dots in different colors to differ. - The key questions can be posted.The template can be filled in in a joint process.
14. References & suggested sources	Kansteiner, K., Welther, S. & Schmid, S. (2023). Professionelle Lerngemeinschaften für Schulleitungen und Lehrkräfte. Chancen des Kooperationsformats für Schulentwicklung und Professionalisierung. Weinheim: Beltz. https://www.beltz.de/fachmedien/erziehungswissenschaft/produkte/details/48917-professionelle-lerngemeinschaften-fuer-schulleitungen-und-lehrkraefte.html (in German) Kansteiner, K. & Welther, S. (2025). Praxishandbuch für Professionelle Lerngemeinschaften in der Kooperation zwischen Kitas sowie Kitas und Grundschulen. Weinheim: Beltz (in press) https://www.beltz.de/fachmedien/fruehpaedagogik/produkte/details/55218-praxishandbuch-professionelle-lerngemeinschaften-in-kita-und-kita-grundschul-kooperationen.html (in German)
15. Appendix	**Yes**

APPENDIX

Material 1: **Picture of the results of activity 1 (as photo or handout)**

Material 2: **Moderation Cards**

Material 3: **Sticky Dots**

Tool 1: **Key questions for reflection (cards, can be cut out)**

Indicators	
How do we recognize that an aspect has not yet been successfully improved or pursued successfully? *What strategies for checking it do we know? What specific indicators are relevant?*	▭

Inhibiting factors	
Why have we not improved so far? *What specific mechanisms and/or challenges can we identify?*	▭

Effects	
How much does it hamper the targeted work of our PLC if we don't optimize aspects that are not yet fully developed? *What happens if we do not improve this aspect(s)?* *What could our PLC be like if we addressed these aspects in an engaged way?*	▭

Pursuing development	
Is the way we have been thinking about developing the organizational aspect still the right one? *Do we simply have to continue along this path consequently?* *Can we assist our process with an action plan?*	▭

Alternativ option for development	
Should we rather pursue a different idea at this point and what could it look like? *Where can we find examples of aspect xy?* *Who knows someone who has experience with this?* *Where can we look it up/do research?*	▭

Support	
What kind of supporte do we need? *What external support could be helpful?* *What are our expertises?*	▭

Tool 2: **Action Plan Template for detailed planning**

Organizational Aspect	✎
1. Goal	**Towards what quality of practice do we want to improve this organizational aspect?**
	✎ ✎
2. Rational	**Why exactly do we focus on this aspect's improvement?**
	✎ ✎
3. Planning and Resources	**What steps do we take to accomplish this? Who is responsible? What help/resources do we need?**
	✎ ✎
4. Indicators for Improvement	**How will we know when we have reached the goal?**
	✎ ✎

LeaFaP

**Co-funded by
the European Union**

Erasmus+
Enriching lives, opening minds.