



ACTIVITIES to set up PLCs and facilitate inquiry & reflection



LEARNING AND KNOWLEDGE BUILDING DIMENSION

Reflect, choose, evolve: Evaluating actions through inquiry

LeaFaP

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

Learning and Knowledge Building Dimension	
1. Focus of the activity	Action Learning (plan)
2. Duration of practice	Ongoing activity during a PLC-meeting, but the activity may be tested during two meetings.
3. Target group	School leaders
4. Prior experience of the PLC	Can be used by any PLC
5. Goals of the activity	<ul style="list-style-type: none"> - Increase awareness of how to act to achieve a desired goal, - Enhance reflection on how and why we assume that the actions will lead us towards the goal - Enable us to understand (after an action) why we succeeded or failed to achieve the objective
6. Description of the activity	<p>Action Learning can be described as a learning process where you systematically observe and reflect on your own experiences. Action learning aims to mobilize your existing knowledge and combine it with new knowledge in new development processes. In action learning, knowledge sharing and knowledge development are central. Primarily, these knowledge processes take place in teams or workgroups, but through various measures, the knowledge can be shared with all employees.</p> <p>Action Learning for exploring and Improving Practice</p> <p><i>Before meeting 1</i></p> <ol style="list-style-type: none"> 1. Identify Areas for Improvement <ul style="list-style-type: none"> - Reflect on your current practice. - Reflect upon and ask yourself why you do things the way you do. - Note specific aspects you want to change. 2. Create an Action Plan <ul style="list-style-type: none"> - Describe the specific areas you want to improve. - Formulate good questions that can help you achieve the desired changes. <p><i>In meeting 1</i></p> <ol style="list-style-type: none"> 1. Discuss with Colleagues <ul style="list-style-type: none"> - Share your reflections and plans with your principal colleagues. - Get feedback and new perspectives on your plan. - Refine the action-plan <p><i>Before meeting 2</i></p> <ol style="list-style-type: none"> 2. Observe and Act <ul style="list-style-type: none"> - Carry out actions and observations where the practice is to be changed. - Gather information through observation. <p><i>In meeting 2</i></p> <ol style="list-style-type: none"> 1. Reflect and Analyze <ul style="list-style-type: none"> - Use the collected information and share it with your peers in order to reflect on, analyze and get feedback on your practice. 2. Evaluate <ul style="list-style-type: none"> - Evaluate the effect of the changes and adjust if and as needed. Refine your action learning plan.

7. PLC dimensions addressed	1. Learning- and knowledge-building dimension 2. Reflection and inquiry dimension
8. Learning outcomes for the participants	<p>Understand how inquiry and reflection facilitate professional learning in a PLC</p> <p>Knowledge the participants are going to develop:</p> <ul style="list-style-type: none"> - Concept of reflective thinking and practice. - Give examples to understand how inquiry can inform practice. <p>Skills the participants are going to develop:</p> <ul style="list-style-type: none"> - Introduce inquiry as a necessary process for professional learning. <p>Attitudes the participants are going to develop:</p> <ul style="list-style-type: none"> - Commitment to evidence-based practices. <p>Encourage individual and group reflection and critical analysis of professional practices to identify learning goals</p> <p>Knowledge the participants are going to develop:</p> <ul style="list-style-type: none"> - Techniques for fostering reflective practice. <p>Skills the participants are going to develop:</p> <ul style="list-style-type: none"> - Make use of the group's previous knowledge and experiences to foster reflection and critical thinking. <p>Attitudes the participants are going to develop:</p> <ul style="list-style-type: none"> - Commitment to fostering a reflective culture. - Valuing critical analysis as a tool for improvement.
9. Activity format	Group activity
10. Materials & tools	The members in the group have filled in the template - action learning plan
11. Room & preparation	No special requirements for rooms.
12. Dimensions of inclusion	This activity is in itself inclusive, but it requires the meeting leader to ensure that everyone says something and receives feedback on their action plan or completed action.
13. Promotion of democratic values and practices	This activity requires the meeting leader to ensure that everyone says something and receives feedback on their action plan or completed action.
14. Appropriation for digital PLCs	This activity can just as easily be carried out in a digital meeting.
15. References & suggested sources	<ul style="list-style-type: none"> - Wiliam, D. (2007). Changing classroom practice. <i>Educational leadership</i>, 65(4), 36. - Revans, R. W. (1982). What is action learning?. <i>Journal of management development</i>, 1(3), 64-75. - Van Der Voort, G., & Wood, L. (2014). Assisting school management teams to construct their school improvement plans: an action learning approach. <i>South African Journal of Education</i>, 34(3), 1-7.
16. Appendix following	Template A and B

Appendix:

Template A - Framework for action learning plan, with explanations of the different phases

	Phases	Explanations
1	Overall Objective	<p>Plan your action based on a challenge you experience or something you want to develop as a leader. This could be significant tasks (like leading the development of a school-wide reading plan) or specific, everyday challenges (such as delegating tasks or providing feedback).</p> <p><i>Define your main goal. For example, developing your leadership team into a Professional Learning Community (PLC), Initiate or follow up on development work, or improving your ability to lead conversations with teachers about their reading instruction.</i></p>
2	Justification and Planning	<p>Elaborate on why you selected this topic/area. Your justification can be based on specific experiences you've had as a leader in guiding teachers' learning.</p> <p>Create a plan detailing what you need to learn more about and how you intend to carry out your action. This plan can include a timeline for a longer period or a plan for something to be tested from one meeting to the next.</p> <p><i>Explain why you chose this topic. Plan what you need to learn and how you will implement your actions. This can include starting each leadership meeting with specific topics, using models from your principal network, and practicing follow-up questions.</i></p>
3	Implementation	Implement the planned actions in practice.
4	Observation	Observe the actions. Gather information about the action through your own recounting, notes, questions to middle managers, documents, audio recordings, etc.
5	Reflection	<p>Reflection on action. Share experiences with the principal colleagues.</p> <p><i>How did I practice showing respect, seeking valid information, involving others in decision-making, and creating internal commitment. What was the consequences. What can explain this? How do I know?</i></p>
6	Planning New Actions	Based on what you have developed and explored, what will you further develop in your role as a leader?

	Phases	Explanations
1	Overall Objective	
2	Justification and Planning	
3	Implementation	
4	Observation	
5	Reflection	
6	Planning New Actions	



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

Erasmus+
Enriching lives, opening minds.