



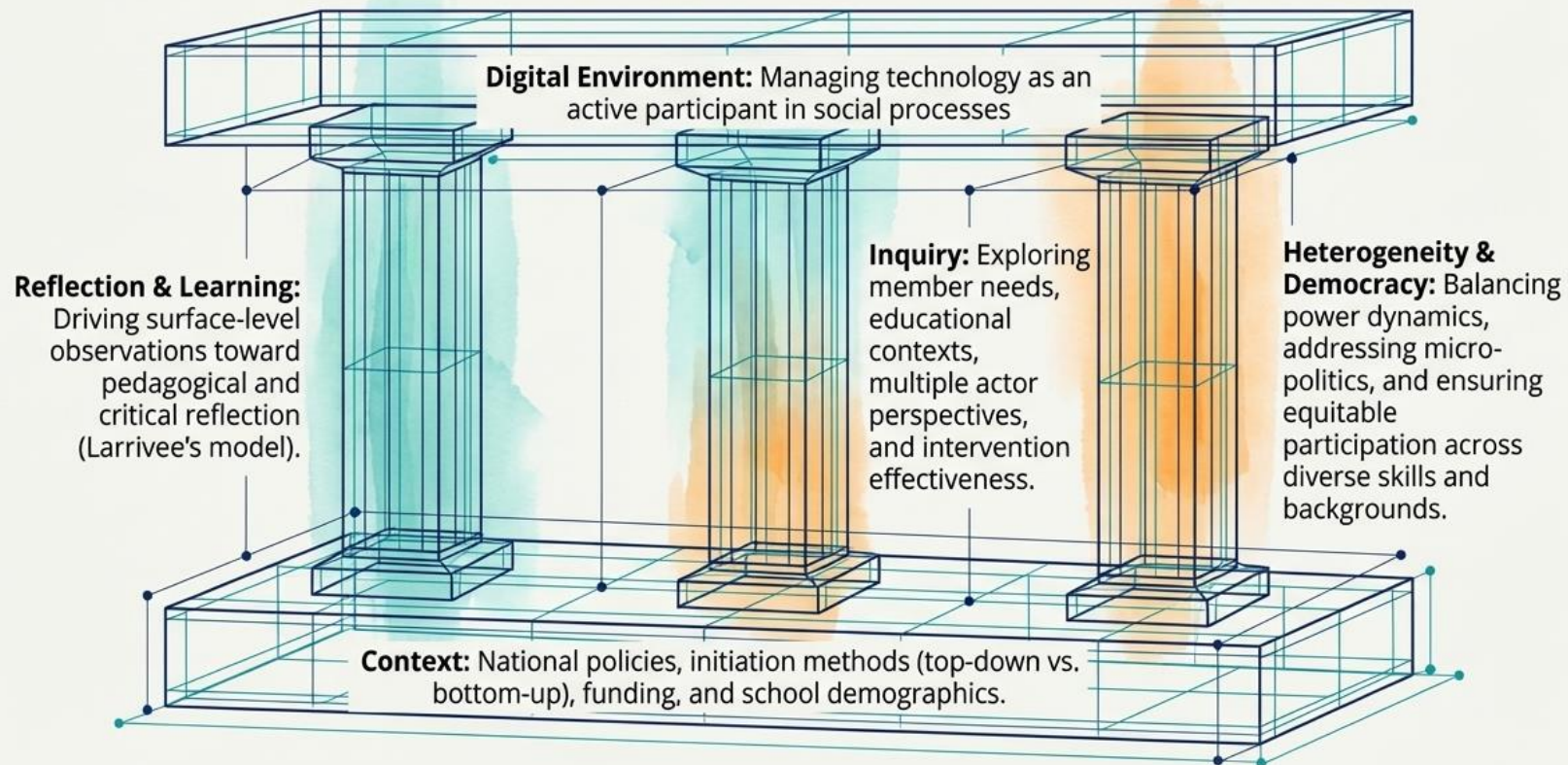
Conceptual Framework & Learning Outcomes

Elvira Barrios

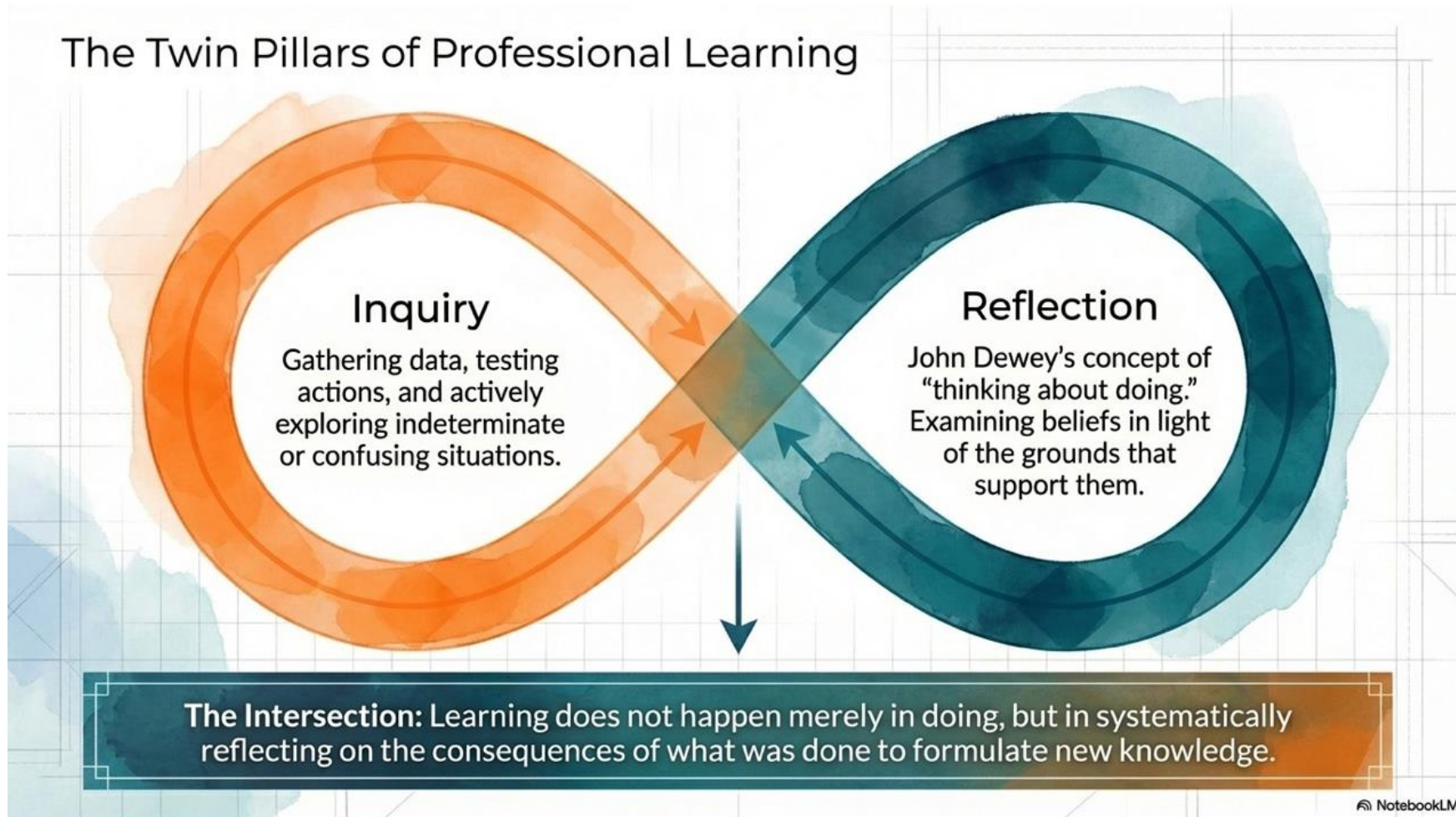
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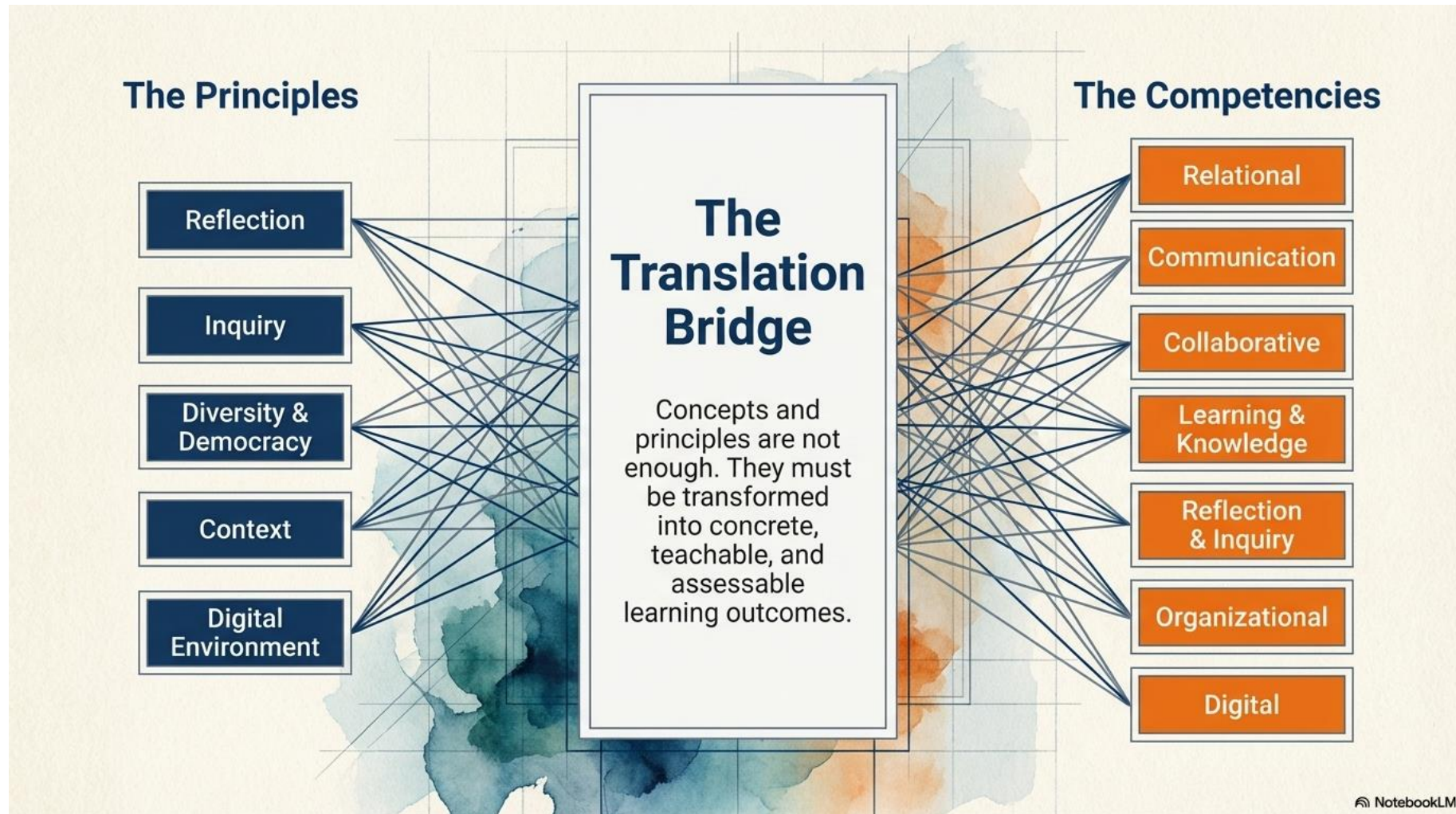
LeaFaP Conceptual Framework blueprint



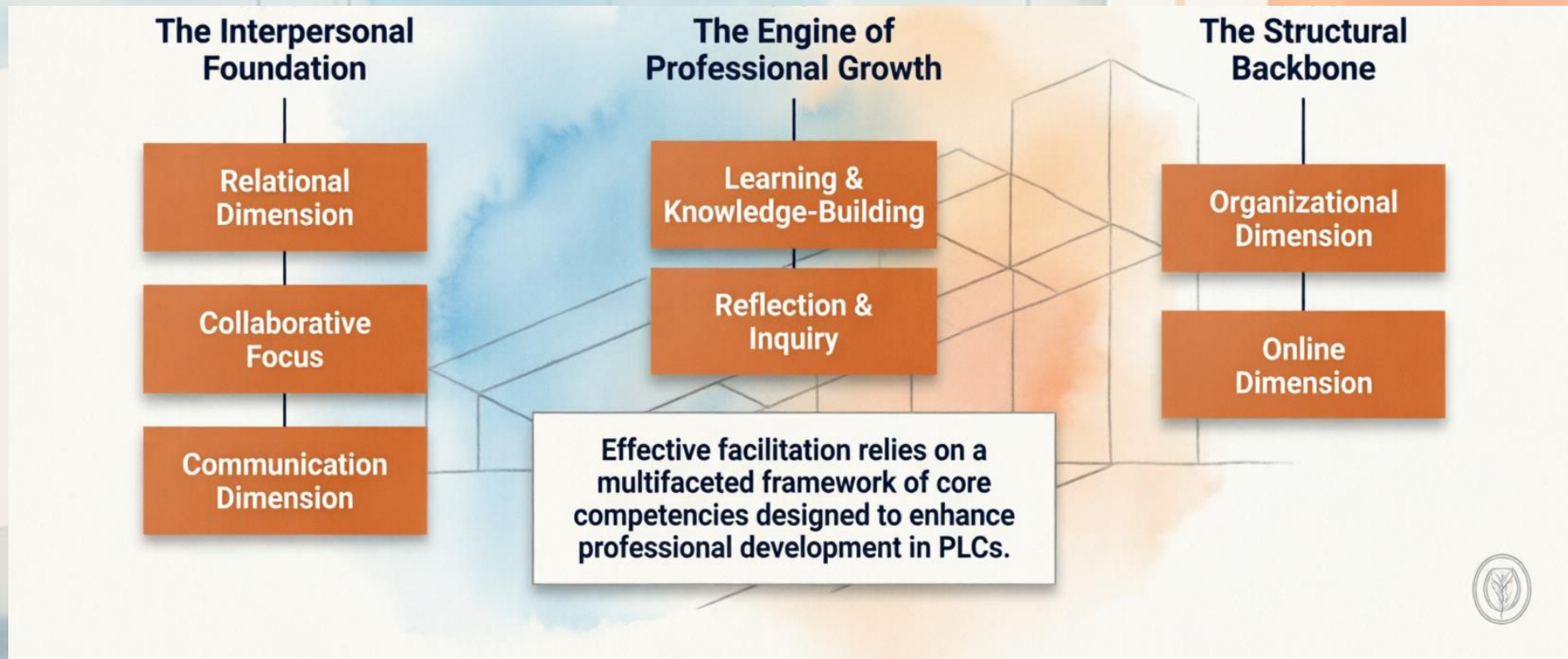
Inquiry & Reflection in the LeaFaP project



From principles to facilitation dimensions



What constitutes 'good' facilitation? The seven dimensions of effective facilitation





Learning Outcomes dimensions and subdimensions

5 Reflection and Inquiry dimension

5.2 Acknowledge, explore and analyze members' knowledge, beliefs, practices, and school contexts for support needs

- **Knowledge:**
 - Techniques for collecting, analyzing and interpreting qualitative and quantitative data.
 - Types of valid data (classroom data, student work, observations from one's own teaching, standardised test results, etc.).
- **Skills:**
 - Collect, analyse and interpret data to identify support needs.
 - Reflect on findings to develop targeted support strategies.
- **Attitudes:**
 - Respect for diverse professional knowledge, experiences, beliefs, and practices.

5.3 Encourage individual and group reflection and critical analysis of professional practices to identify learning goals

- **Knowledge:**
 - Techniques for fostering reflective practice.
- **Skills:**
 - Ask probing questions to stimulate critical thinking.
 - Make use of the group's previous knowledge and experiences to foster reflection and critical thinking.
- **Attitudes:**
 - Commitment to fostering a reflective culture.
 - Valuing critical analysis as a tool for improvement.

Sample Learning Outcomes

Dimensions 1 & 2: Relational & Communication

Relational (The Safe Space)



Knowledge: Trust-building strategies and group dynamics.



Skills: Mediating disputes, responding to emotional cues, and fostering cohesion.



Attitudes: Patience, persistence, and a commitment to inclusivity.

Communication (The Exchange)



Knowledge: Principles of active listening and moderation techniques.



Skills: Summarizing discussions effectively, using visual aids, and engaging the group in meta-conversations about their own communication.



Attitudes: Receptivity to diverse perspectives and feedback.

Sample Learning Outcomes

5.3 | Cultivating Critical Analysis

Encourage individual and group reflection of professional practices to identify targeted learning goals.



Knowledge

Techniques for fostering reflective practice.



Skills

- Asking probing questions to stimulate critical thinking.
- Leveraging the group's prior knowledge and experiences.



Attitudes

- Commitment to fostering a reflective culture.
- Valuing critical analysis as the primary tool for improvement.

Sample Learning Outcomes

5.6 | Leveraging Data for Decisions

Guide members in reflecting on practices and using data for evaluation, informed decision-making, and strategic planning.



Knowledge

Frameworks connecting inquiry to evaluation (e.g., action research, lesson study) and methods for evaluating professional practices.



Skills

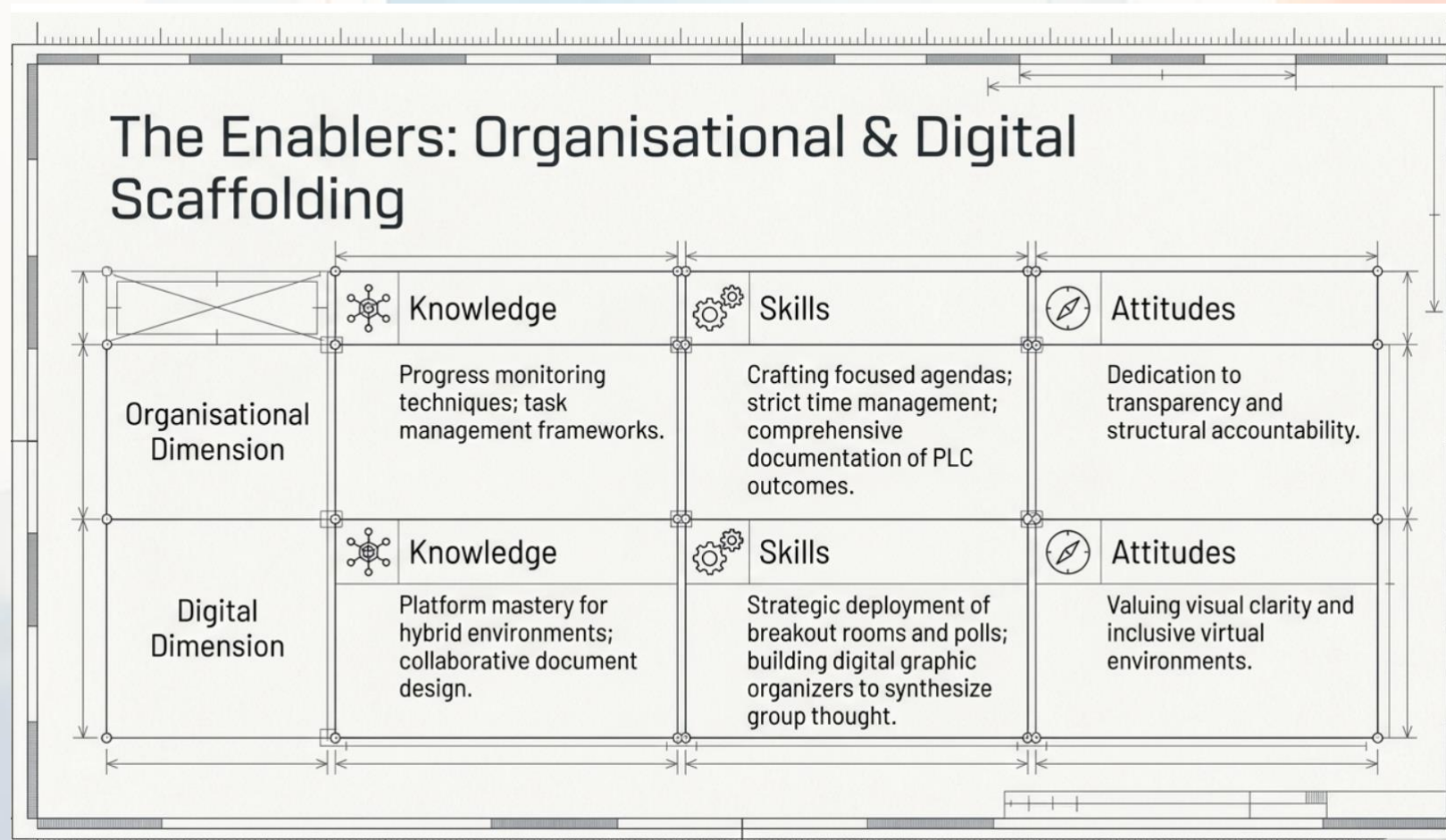
- Guiding reflective inquiry.
- Using data to inform instructional strategies.
- Applying evaluation outcomes to ongoing professional development.



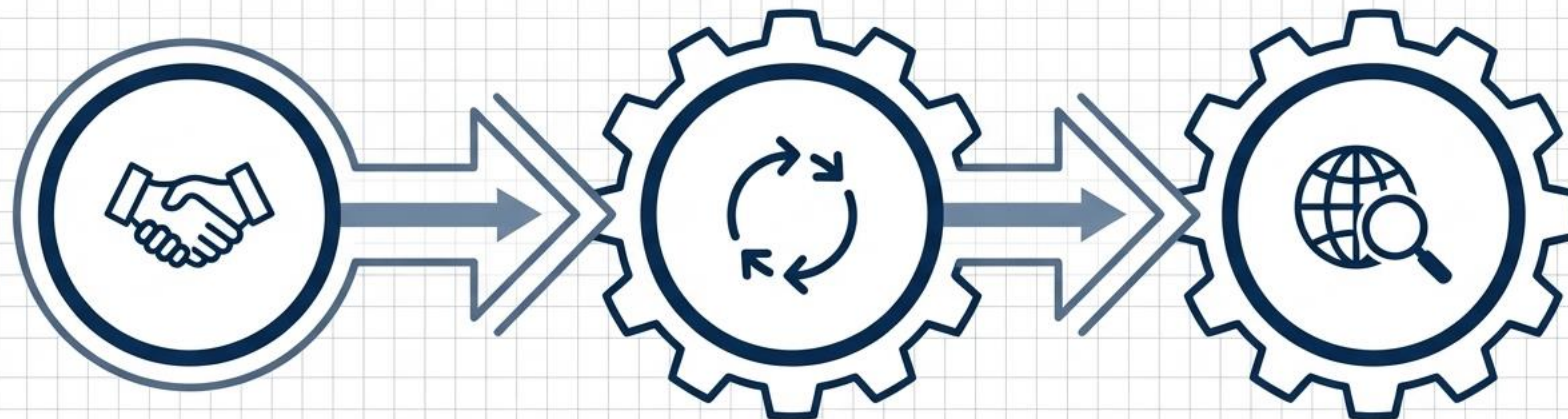
Attitudes

Valuing evidence-based practices and viewing evaluation strictly as a developmental tool.

Sample Learning Outcomes



Final reflection



Collaboration:

A collective effort across institutions. All partners provided input, careful review, and revision, resulting in true shared ownership of the blueprint.

Iteration:

A non-linear journey of multiple revisions and discussions. Making perspectives explicit, justifying choices, and challenging one another until common understanding was reached.

International Critical Friends:

Six external experts reviewed draft versions, provided thoughtful feedback, and raised crucial questions that were directly incorporated into the final architecture.



Discussion questions

- Which of these seven dimensions resonates most with your experience?
- Which one do you find yourself using the most, or struggling with the most in practice?
- Which one feels most familiar—or perhaps most challenging—for you personally?
- What part of this Conceptual Framework—whether a dimension, a principle, or a process—do you see as most useful for your own context?
- What's missing from this framework? Is there a dimension or competency you think we should have included?



Leafap

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

Thank you!

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