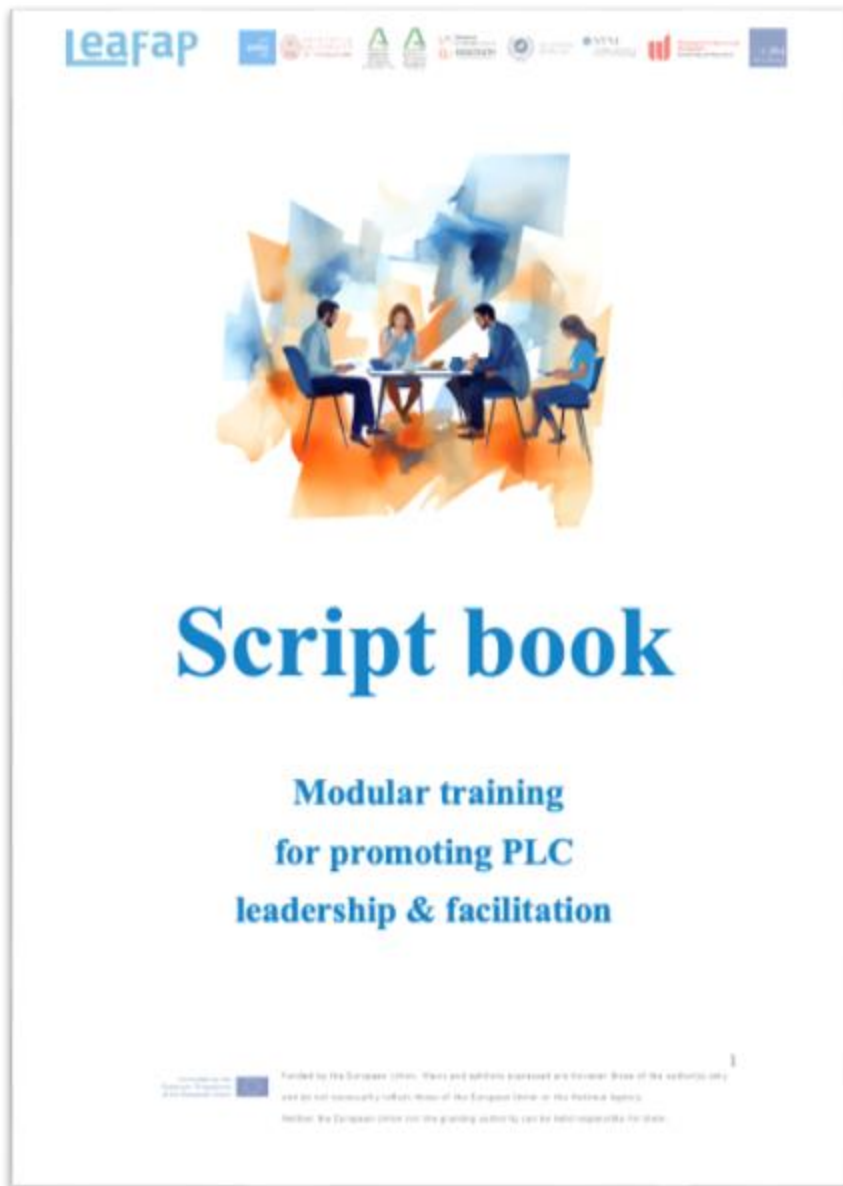


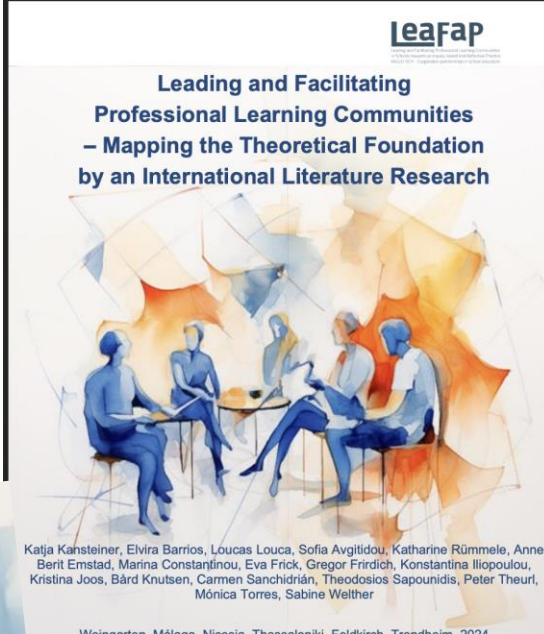


Modular training for promoting PLC leadership & facilitation for inquiry and reflection

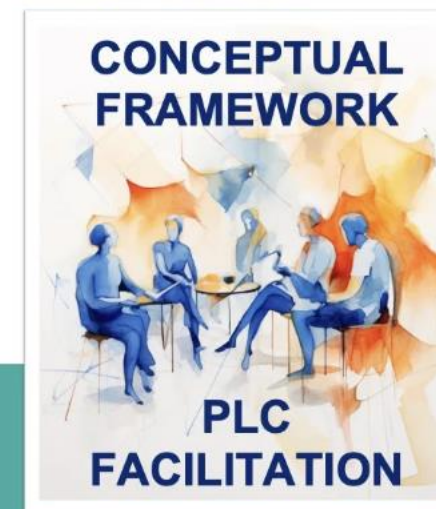
MODULAR TRAINING AIM TO...

... strengthen professional learning and development for all participants in Professional Learning Communities (PLCs) by developing skilled leaders or facilitators—whether internal or external—who can empower teaching staff and cultivate, support, and sustain a culture of collaborative learning, inquiry, and reflection within PLCs.



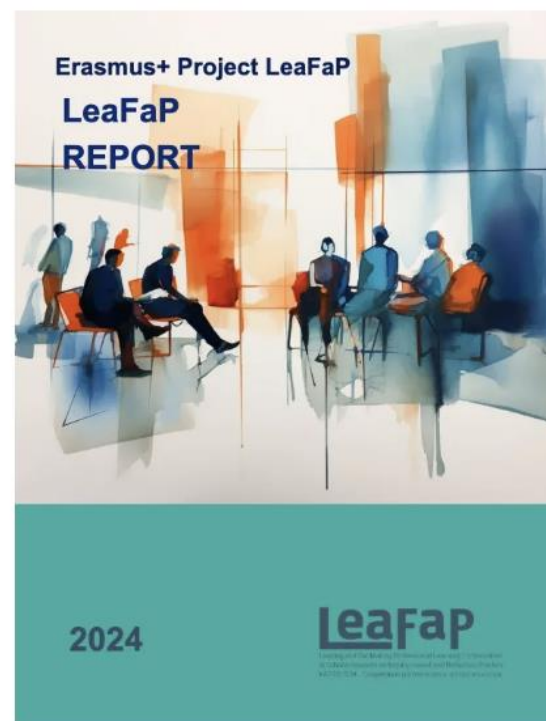
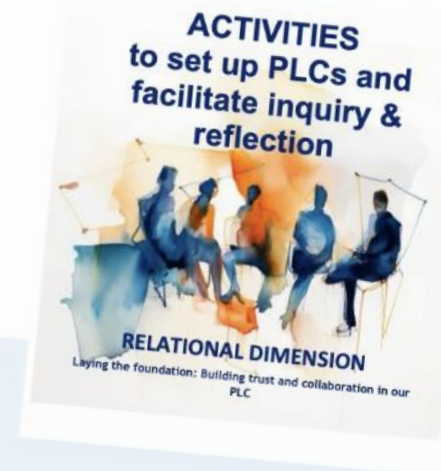


Erasmus+ Project LeaFap



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THE TRAINING IS ORGANIZED INTO THREE MODULES, EACH FOCUSING ON A KEY ASPECT OF PLC WORK:

- Building relationships, collaboration, and communication
 - Facilitating learning and knowledge building – enhancing reflection and inquiry
 - Organizing for collaboration – both face-to-face and online
-
- Each module consists of four sessions, one of which focuses on overall self-reflection related to the module.
 - Each session takes up to 45 minutes to work through.



THE STRUCTURE OF THE MODULES

- Introduction – a short overview of the session topic, and a description of the learning outcome of each session.
- Learning activities – practical examples, readings (e.g., WP2), reflection questions, exercises (e.g., WP3), and digital resources or tools.
- Further resources– suggestions for additional literature to deepen understanding.
- Self-reflection – an opportunity for participants to reflect on what they have learned and how this knowledge can be applied in their own practice.

Session 3 Collaboration in a Professional Learning Community

1. Introduction

In this session, you will gain more knowledge about collaboration in a Professional Learning Community (PLC). As a start watch this [video](#)



Video 1.3.1: Points of view

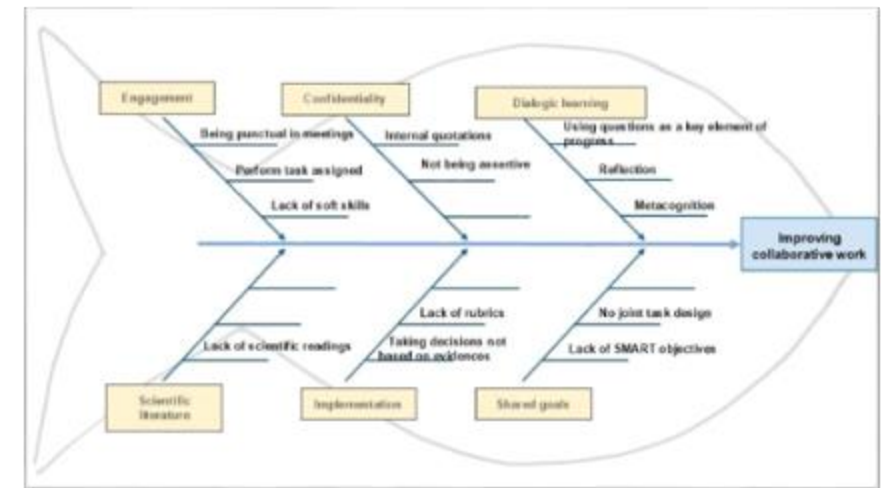
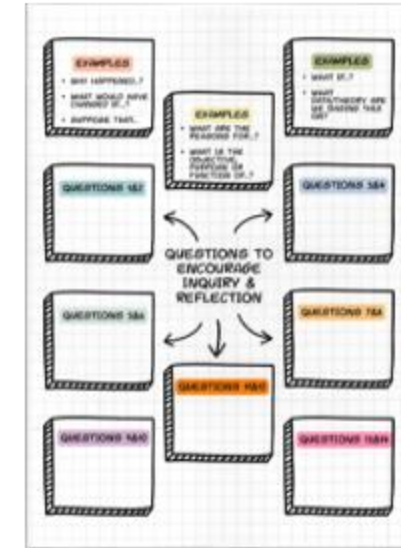
The video shows how an event seen from one point of view may give one impression, while seen from another point of view, it gives quite a different **impression**. But it's only when you get the whole picture you can fully understand what is going on.

Collaborative work promotes mutual growth by facilitating value creation, learning and team cohesion. By sharing different points of view, knowledge and experiences, team members can learn from each other, improving skills and capabilities. This, in turn, contributes to the overall success of the project and the professional development of individuals.

Collaboration is vital for a well-functioning PLC because it fosters shared learning, mutual support, and collective responsibility among members. Through collaboration, teachers and leaders can exchange ideas, reflect on practices, and develop innovative approaches that improve student outcomes. It creates a culture of trust, openness, and mutual respect, which encourages risk-taking and continuous improvement. Effective collaboration also helps align goals, distribute workload, and build a strong professional community that sustains ongoing

THE STRUCTURE OF THE MODULES

- Introduction – a short overview of the session topic, and a description of the learning outcome of each session.
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4. Self reflection

Thinking back on what you have learned in this session, how much do you agree with the following statements? (1 = Strongly Disagree, 5 = Strongly Agree)?

Statements	1	2	3	4	5
I can clearly differentiate clarifying questions (seek clarity) from probing questions (explore depth).					
I can recognize when to use each type of question effectively in PLC discussions					
I feel confident modelling clarifying and probing questions as a facilitator					
I can help colleagues refine their questions to be more clarifying or probing					
I understand how these questioning techniques make our team's discussions more productive and insightful					
Total (Add your ratings)	/25				

Scoring guide:

21–25: ‘Questioning champion!’ → Lead a PLC practice session.

11–20: ‘On my way!’ → Focus on 1–2 items rated ≤3.

≤10: ‘Getting started’ → Revisit the session’s activities and examples before your next PLC and read Activity ‘[The power of questions: Navigating misunderstandings and sparking insight](#)’ in the [LeaFaP webpage](#) (you can scan the QR code to visit the section “[Activities to set up PLCs](#)”).

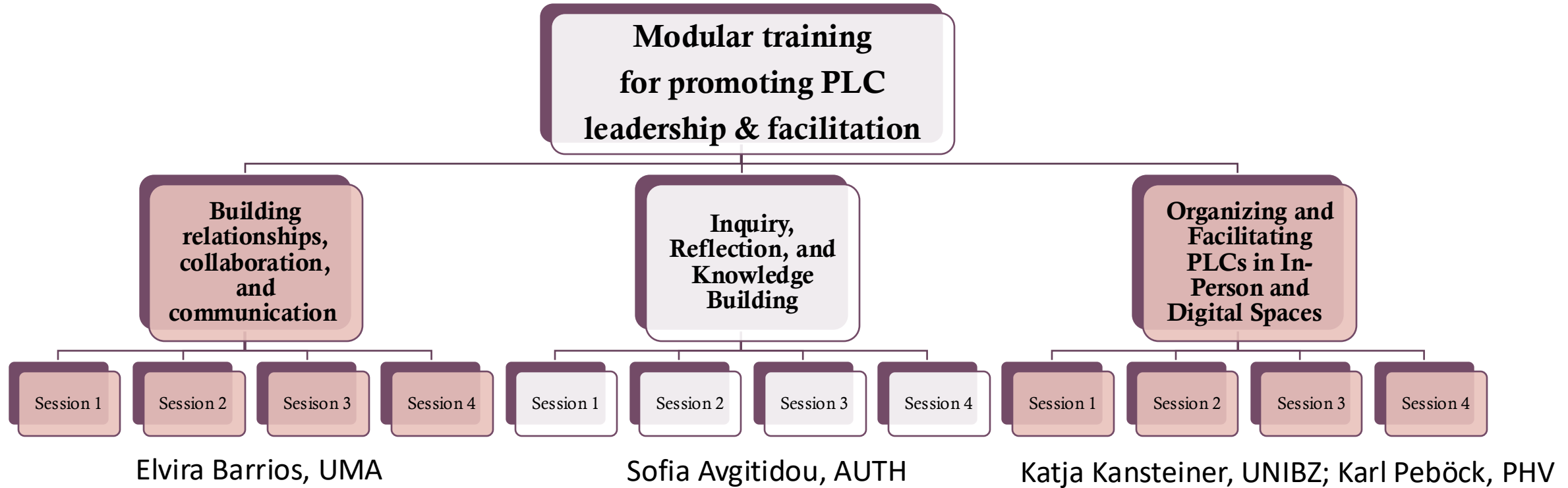




TO REACH THE LEARNING OUTCOMES, PARTICIPANTS ARE EXPECTED TO:

- Actively engage in each session (readings, exercises, case work, digital tools).
 - Reflect using meta-reflection tasks to link insights to own context.
 - Collaborate with peers in real PLC or professional settings.
 - Experiment in practice by testing strategies in own school/team.
 - Manage time independently following suggested module timelines.
-

YOU WILL NOW BE PROVIDED WITH A MORE DETAILED INSIGHT INTO EACH OF THE THREE MODULES.





Module 1: Building relationships, collaboration, and communication



Session 1. Developing interpersonal and facilitation skills



Learning outcomes



Develop competence in building and sustaining positive relationships within a PLC based on trust, empathy, and respect.



Enhance communication skills through empathic listening and the principles of Nonviolent Communication, improving the quality of dialogue and collaboration in your PLC.



Strengthen the ability to facilitate equitable participation and foster a shared vision that supports collective learning.



Session 2 Use of clarifying and probing questions



Learning outcomes



Model the effective use of clarifying and probing questions during professional learning conversations.



Guide others in understanding the difference between clarifying and probing questions and when to use each.



Facilitate group dialogue that leverages these questions to foster understanding, challenge assumptions, and promote deeper reflection within PLC meetings.



Session 3 Collaboration in a Professional Learning Community



Learning outcomes



Use tools and techniques to enhance deeper engagement among members.



Techniques to encourage equitable participation.



Track and assess progress towards collective goals.



Commitment to a culture of continuous learning, mutual support and shared responsibility



Value deep, meaningful interactions over superficial exchanges.



Module 2: Inquiry, Reflection, and Knowledge Building in a PLC



A PLC for the benefit of students
A democratic space
A transformatory process

The role of inquiry and reflection:

Critical consciousness - context-specific goals –
purposeful actions – change/improvement



Why focus on inquiry and reflection? The role of the facilitator

How/on what basis are **decisions** taken in a PLC? Who provides the necessary information for the documentation of the decisions? Who participates in the decision making process and how?

How can we be sure that there are **opportunities to challenge existing beliefs and practices in a PLC?**

How can we make sure that PLC participants can **critically reflect upon the results of the decisions** they have taken collaboratively?

*Need for **collecting information about what goes on and why** from teachers, students, parents*

Use this information to (co-)design specific goals and actions

Explore the effects of these decisions and re-design

Why focus on knowledge building?



How can we facilitate:

Learning from one another and achieving a common knowledge

Learning from inquiry - PLC members' examination of their own practice and utilization of results

Relating inquiry results to reflection and planning

LEARNING OUTCOMES



Inquiry and reflection:

- **Why and how I&R support professional learning in a PLC**
- **How to organize PLC research (research questions, research tools, analysis)**
- **How to guide reflection based on inquiry results**



Learning and knowledge building:

- **How knowledge is constructed collaboratively**
- **How to identify knowledge gaps and professional learning goals**
- **How to initiate and support collaborative dialogue, peer observations, and shared reflections to expand the group's knowledge base.**



Highlights

- Exploring the **different opinions and practices of PLC members**
- Guidance to **raising research questions** – specifying what we need to learn more...
- **Design of inquiry tools**
- **Analysing and making use of information**
- **Examples of reflective questions**, ways to promote dialogue and critical thinking
- Many **activities with feedback, self-evaluation of learning**



Module 3: Organizing and Facilitating PLCs in In-Person and Digital Spaces



Session 1: Organisational D.

- ☐ Reflect on the current state of the groups you facilitate, i.e. how well the groups are organised, and identify areas for improvement.
- ☐ Plan organisational improvements and practice them with the group using appropriate tools.
- ☐ Keep track of the PLC's progress at all times and act in a guiding role as facilitator.
- ☐ Reflect on your own practice while facilitating.

Session 2+3: Digital D.

- ☐ Evaluate and select appropriate video conferencing and collaboration tools based on PLC's specific needs.
- ☐ Facilitate effective online PLC meetings using core functionalities such as breakout rooms, collaborative whiteboards etc.
- ☐ Make informed decisions about data protection and privacy when choosing and implementing digital collaboration tools.
- ☐ Design hybrid and fully online PLC sessions that leverage the strengths of different platforms to support meaningful professional learning.

Session 4:
Looking back  and moving forward 



One way to find your track into the online training for facilitators



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!

<http://www.leafap.eu/>



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