

Project partners

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Leafap

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

Leading and Facilitating
Professional Learning Communities



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Professional learning communities as a method for school and professional development

Since the early 1990s, professional learning communities (PLCs) have proven to be important and efficient method to support the professional learning of school principals, teachers at schools and universities and student teachers for the benefit of students' learning and well-being. Compared to other collaborative methods of professional learning in education, PLCs are characterized specifically by shared values and norms, a focus on student learning, open teaching practices, a culture of exchange and collaboration, and reflective dialogues based on the inquiry of educational practices and theoretical resources.

For a PLC to function effectively, it is crucial that certain basic conditions are met or are developed over time. These include not only shared values and objectives, but also a trustful and reliable group atmosphere, the participation of all members in discussions and work processes, open, critical and supportive communication and a research-based and reflection-oriented way of working. And finally, new learning leads to change of practice.

Of particular importance for the success of a PLC is the support of a person who has the knowledge and competencies to establish and promote these conditions.

Projekt LeaFaP Leading and Facilitating a Professional Learning Community

The Erasmus+ Project *Leading and Facilitating Professional Learning Communities in Schools towards an Inquiry-based and Reflective Practice (LeaFaP)* focuses on the knowledge and skills that facilitators in professional learning communities (PLCs) need to have to be able to effectively support the development of PLCs.

Scientists and teacher educators from universities in six European countries work out a scientifically based model of facilitation and leadership activities in PLCs. Building on this, a modular educational program for the qualification of leaders and facilitators of PLCs will be developed to acquire an in-depth understanding of PLC facilitation and develop relevant skills for successful support. Activities to apply in PLC processes and a modular training will be made available online at no cost. Most of the activities will be translated in several languages (English, Spanish, Greek, German, Norwegian). The progress of the project is continuously shown on the project website www.leafap.eu, on social media channels (Facebook, LinkedIn, Instagram) and at special information events such as webinars, a barcamp and scientific conferences.

With its results, LeaFaP contributes to improving inquiry-based collaboration and reflection in PLCs, developing the professional competences and knowledge of educators across all levels of the educational system, promoting the PLC concept in European schools and improving the learning outcomes of students.