

ESTABLISHING ROLES WITHIN S-PLC



Purpose

The purpose of this activity is to raise awareness about the roles within a S-PLC and establish them at the beginning of a S-PLC.

Preparation



Material

computer, beamer, screen
a copy of the template for each S-PLC group



Room

group tables for 3-6 people, chairs



Duration

45 minutes



Target group

student teachers, student teachers in internship, students



Setting

seminar at university



Application

beginning of the S-PLC work

Description of the Activity

1. The activity is introduced by the lecturer by presenting the focus of the activity. Topic: reflect about the different roles within a S-PLC and decide on the roles within their S-PLC.
2. The lecturer explains that all team members are responsible for the success of the S-PLC group. They must work collaboratively to achieve their goals, but each individual's role describes ways of personal contribution to the overall S-PLC group. Roles may be assigned and rotated to allow fair and equitable responsibility.
3. The lecturer projects Appendix 1 onto the screen / IWB and explains the roles which are typically assumed to be important for the S-PLC group. The groups then decide upon the goals for their own group: to keep some, all of these or none of these roles, as well as responsibilities and length of service. As a learning group, they will decide who will be assigned each of the roles listed below or any others they can think of. The students are told to discuss in their S-PLC the roles, responsibilities, members who will assume them and length of service.

Note: The lecturer may want to insist on the role of the facilitator in a S-PLC. Appendix 2 provides information about this role.

4. The students are provided with a copy of the template (Appendix 1) below. Within their S-PLC groups they process the task.

Additional Information

Appendix 1

Role in a S-PLC	Responsibilities
Facilitator	<ul style="list-style-type: none">• Develop the agenda and distribute it to all team members• Facilitate the meeting• Make sure all voices are heard and that communication is facilitated• Make sure that all team members are having opportunities to improve their professional learning within the group
Recorder	<ul style="list-style-type: none">• Record minutes• Post minutes in S-PLC shared folder• Maintain the S-PLC team shared data folder that contains team information, resources, tasks, etc.
Timekeeper	<ul style="list-style-type: none">• Monitor agenda times and topics• Keep the group focused and moving• Monitor start and end times• Call for tabling the subject or making a decision
Reporter	<ul style="list-style-type: none">• Review norms at the start of the meeting• Assess the team's use of norms at the end of the meeting• Review minutes from previous meetings

Adapted from:

https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/12273/Establishing_PLC_Roles.pdf

Appendix 2

A key role in a Professional Learning Community is the one of the facilitator. As Louca and Skoulia (2019, p. 77-81) note, the role of facilitator in PLCs is central (Fulton & Britton, 2011; Marsh et al., 2015; Richmond & Manokore, 2011). The facilitator is responsible for creating an environment, which gives participating teachers opportunities to learn (1) by helping them to stay focused and ensuring continuity in the meetings, (2) by stimulating reflection, (3) by providing access to relevant resources, (4) by providing continuous feedback and (5) by helping participants to generate knowledge from their own practice (McLaughlin & Talbert, 2006; Ellerani & Gentile, 2013).

Firstly, the facilitator needs to have abilities for monitoring a particular discussion and be able to identify aspects, ideas or situations mentioned in the PLC conversation. Then, the facilitator needs to be able to evaluate the identified discursive contribution, that is interpret and evaluate what has been said in an effort to respond with the best way that would lead to a discussion about resolving the situation or answer to a question posed, or identifying a possible solution to a problematic situation described.

A facilitator needs to be able to identify these levels and help the community see where they should focus, after evaluating the situation. At the same time, the facilitating person needs to be able to choose between various ways of responding to these situations that would help the conversation become productive and aligned with the goals set at the beginning.

Equally important is the facilitator's ability to ask open-ended questions and to involve all the teachers in discussions. The facilitator also needs to help other participants in the PLC group to open up and ask themselves questions that are related to the discussion and their own everyday professional life.

Louca, L. & Skoulia, T. (2019). The role of the facilitator in teacher PLCs. Facilitating PLCs. In K. Kansteiner, L. Louca, P. Landström, C. Sanchidrián, P. Theurl, A. B. Emstad, C. Stamann, E. Barrios, T. Skoulia, M. Meidell, C. Stjärne, M. Krogstad Strand, and B. Knutsen (Eds.), *Heads Using Professional Learning Communities. Leadership Development meets School Development* (pp. 74-81). <https://drive.google.com/file/d/1y2qs-E6gkPONQHozAY4fgyRXbOk4mvDp/view>

TEMPLATE: GROUPWORK

Your Learning Team Roles	Responsibilities	Responsibilities	Length of Service