Guidelines for PLC facilitators

School resources

PLC facilitators can use this resource to reflect on their key responsibilities and consider how well they demonstrate the behaviors listed. Facilitators can also use this resource to assist in planning PLC sessions by considering what actions they will take during the sessions.

KEY RESPONSIBILITY	WHAT THIS INVOLVES
Lead relationship building and create a safe environment	• Being available and approachable • Having an emotional awareness of group members' circumstances • Encouraging all members to contribute and enable discussion of diverse views and ideas • Using and encouraging inclusive language and non-judgmental responses that value members' contributions • Enabling collective construction of ideas and meanings • Monitoring group culture and dynamics, and working to resolve any conflict
Use an inquiry mindset to develop individuals' and the group's practice	• Getting to know group members' beliefs, skills and motivations • Encouraging individuals and the group to acknowledge each other's abilities and resourcefulness • Using data such as student achievement results or workbooks as a basis for discussion around improving practice • Using open-ended questions that prompt members to think critically and gain insights • Providing insightful comments and feedback, including the use of lesson observations • Engaging in coaching conversations that inquire into and develop individuals' thinking, planning and actions • Celebrating knowledge advancements and practice improvements • Utilising and developing group members' skills in the above areas

Complete administration during and between meetings	• Set the pace and timing of meetings • Answer questions • Monitor progress • Remind group members of meetings • Encourage contact between meetings • Send information in advance of meetings

Based on ideas from Hands, C., Guzar, K., & Rodrigue, A. (2015). The art and science of leadership in learning environments: Facilitating a professional learning community across districts. *Alberta Journal of Educational Research*, 61(2), 226–242.

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