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2014-1-BE02-KA201-000432

Protocol Reference Number: 057a

Developed by: Catholic Education Flanders

Title

What? So what? Now what?

Sources

The School Reform Initiative website: <http://schoolreforminitiative.org>

Developed by Gene Thompson-Grove, 2014; revised version 2012

Purpose of the protocol

This protocol allows participants to connect to one another and to each other's work, while at the same time allowing all group members to get useful feedback. After establishing a preliminary version of an inquiry question or wondering for a practitioners inquiry, and the first personal check via the litmus test protocol that leads to a draft version, the protocol seeks to provide feedback on this question by the members of the PLC, leading to a "final" version.

Materials

The materials come from the participants contribution: their particular inquiry question, in the draft version

Time

40-45 minutes

Roles

Facilitator/timekeeper (who also can participate); participants

Process

1. Introduction: There is an overall introduction of the protocol goals and steps. The group is divided into groups of 4. All participants take a turn facilitating, and all participants present. The facilitator also gives feedback. 3 min for organising and explaining this.
2. Participants individually outline a current inquiry question of their PI: 3 min
They answer 2 questions:
 - What question/challenge do I have?
 - So what, why is this important for me?
3. In rounds of 12 min:
 - The first presenter explains their question/challenge, ending with a focus question. Participants in the group take notes, write questions. 2min
 - Group asks clarifying questions. 2 min
 - Individuals in the group talk amongst themselves, while the presenter listens into the conversation, taking notes and considering new insights and possible next



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steps. The presenter is silent during this step. The group takes up each of the following questions in some way, along with any other focused discussion the presenter has asked the group to have.

- 'What I heard the presenter say was...'
- 'Why this seems important to the presenter is...'
- 'What I wonder is...' or 'The questions this raises for me are...'
- 'What this means to me is...'
- 'What I might suggest is...'

5 min

- Reflection by the presenter to the group - Now what? This means, after this discussion, what are the final options and adaptations the presenter will do to his inquiry question or wondering. 3 min

Repeat for each participant in the group. (approximately 12 minutes per person)

References

The School Reform Initiative website: <http://schoolreforminitiative.org>

Exemplification

Wim: I used this twice in my PLG and it worked very well. Participants were surprised but at the end they recognized it was very efficient and to the point. The presenter picked up the information of the other members quickly.

The time schedule is strict. This causes some difficulties at the beginning. Also the "gossiping" phase can be difficult, in the sense that the peer group sometimes tries to engage the presenter in the discussion.

The timekeeper need to be someone from outside the group. Else time is not kept...