



ERASMUS+



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Protocol nr. 112

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Name of the protocol

Consultancy protocol

Sources

National School Reform Faculty (www.nsrfharmony.org)

Purpose of the protocol

- Creates and develops in the participants the ability to view and describe professional dilemmas, helping each other to understand and address them;
- The dilemma is a puzzle, a matter which raises issues about which there is some tension and that relates to the educational and pedagogical process.

Material

How you can use this protocol in your practice

We can use it to help an individual or a team think more expansively about a particular, concrete dilemma. Outside perspective is critical to this protocol working effectively; therefore, some of the participants in the group must be people who do not share the presenter's specific dilemma at that time. When putting together a Consultancy group, one must be sure to include people with differing perspectives.

How to apply:

Time:50 minutes

Roles:

- Presenter (the one that presents the dilemma);
- Facilitator (can also participate and guidance to the work participation ensuring that all they hear and are heard);
- Consultants.



1. Think of a dilemma. Something that professionally bother recurrently. Something whose resolution depends more on themselves than others. Something worth devoting time to invest and work because it will not be easily solved in the near future.
2. Write a few notes of his thoughts on this dilemma.
 - a) Why is this important dilemma for you?
 - b) What is / where tension arises in your dilemma?
 - c) If you could take a snapshot of the dilemma that would arise?
 - d) What are your assumptions about the dilemma and how influenced your way of thinking about the same?
3. Write a question about the dilemma. prepare a question-problem that will go to the bottom of it and will be submitted to the consulting group (PLC).
4. Analyze critically your question. The issue is important for your practice? The question is relevant to student learning? The question is relevant to other colleagues? The question was drawn up starting with "How", "How", "What"?
5. Get ready for presentation to the advisory group. Write five pieces of information on aspects that frame your dilemma and that may clarify. Refine your question about the dilemma if necessary: it should not lead to an answer of yes / no.
6. Attention: Dilemmas that are close to resolution, almost without further intervention, or that depend on the change of others, do not work as well in this consultation process.

Debrief - reflection and metacognition

Feedback on th Generally all the teachers pointed out positive aspects to the implementation of this protocol:

- It promotes deep reflection on a theme;
- It allows the exchange of experiences and discussion on the same sharing content and information;

The discussion of teaching practices, sharing strategies and methodologies gives the opportunity to learn new ideas.e use of the tool.

Exemplification

Whether strive to engage students in inclusive activities, to request the participation of everyone and ask if they want to try something new, the students do not match.

QUESTION: How can I take the students to become more involved in the activities proposed.