

SHORT DESCRIPTION

Linpilcare is an Erasmus+ KA2 strategic partnership for innovation in education. Linpilcare has worked on the link between practitioner inquiry and relevant results of academic research by using effective professional learning communities. The ultimate goal is to teach and to learn more evidence informed.

ACHIEVEMENTS

Linpilcare has realised:

- 'thinking through practice' a refined frame of thinking on the three pillars of linpilcare
- 78 tools that support 'thinking through practice'
- national and international professional learning

NEXT ACTIVITIES

You can find all information on www.linpilcare.eu.

- The frame of reference 'thinking through practice' and all tools are available for free. These materials are open educational resources.

- the consortium of Linpilcare organizes each year an international course on the results of linpilcare.

Info: www.linpilcare.eu or <http://nascholing.be>

PARTNERS

- AlmadaForma Training Centre - Agrupamento de Escolas da Caparica, Almada, PORTUGAL
- Catholic Education Flanders, Katholiek Onderwijs .Vlaanderen, Flanders, BELGIUM
- Dene Magna School, UNITED KINGDOM
- Fontys University of Applied Sciences, Tilburg, Netherlands
- National Education Institute Slovenia, Zavod Republike Slovenije za Solstvo, Ljubljana, SLOVENIA
- University of Tartu, Tartu Ulikool, Tartu, ESTONIA



LINPILCARE

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THINKING

THROUGH

PRACTICE



PRACTITIONER INQUIRY (PI)

As the working floor is the only place where innovation in education happens, as only teachers can change their practice and as learning is the core business of schools, project Linpilcare considers the 'own practice' of teachers as the starting point for innovation in education.

Supported by prof. Nancy Dana (Univ. of Florida USA) linpilcare invites teachers to challenge their own practice and to search on how they can improve their own practice. From the challenge to enhance the learning of students, passionate teachers challenge their practice, find a researchable question, collect available classroom data, analyse those data, interpret them and formulate conclusion.

Project linpilcare has developed tools to stimulate teachers to find their passion, their challenge, their question, their data, to realise their analysis and to share their conclusions with colleagues.

Project linpilcare stimulates teachers to work on practitioner inquiry in an iterative process: the conclusion of one practitioner inquiry is the starting point for a new challenge in your practice.



PROFESSIONAL LEARNING COMMUNITIES (PLC)

Effective PLC's stimulate collaboration and realise the link between the findings of teachers as a result of their practitioner inquiry and relevant results of academic research. Effective PLC's support and enhance the quality of the school(ing).

Supported by Gene Thompson (School Reform Initiative, Denver USA), project linpilcare has developed tools to structure PLC's. By using these structures (we call them protocols) project linpilcare supports teams to realise reflective dialogues, deprivatisation of their practice, to learn collaborative, to get shared purposes and to focus collectively on student learning.

Teams use PLC's to link their findings with relevant academic research and to realise evidence informed teaching and learning.



EASY ACCESS TO ACADEMIC RESEARCH (AR)

To get access to relevant results of academic research is not easy for teachers. The results of academic research are written by and for researchers and not for teachers. The texts are 'academic written' and mostly difficult to understand by teachers. Furthermore the task of teachers is to teach and there is few time left to read academic research.

Project linpilcare provides 'grap bars' for teams to find their way in 'academic articles' and to discover relevant results.

Project linpilcare suggest teams to take into consideration the results of their practitioner inquiry and the results of academic results, in order to inform them for improving their local practice. Finally, it will be the professional learning community that 'evidence informed' decides on what they will do in their local context in order to optimize their



practice