

**PROFESSIONAL
DEVELOPMENT
GUIDE FOR**



PROFESSIONAL LEARNING COMMUNITY FACILITATORS

**A HANDBOOK FOR LEADERS AND
FACILITATORS OF PROFESSIONAL
LEARNING COMMUNITIES**

FIRST EDITION 2022

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**INTRODUCTION:
CONTENT
INCLUDED IN
THIS GUIDE**

Main characteristics of professional learning community (PLC) facilitators:

- Topics and perspectives found to be central in training PLC facilitators;
- Different facilitator-training models that are currently available in the field;
- Tips collected from trainers of PLC facilitators

Appendix

Qualities required and desired when identifying suitable PLC facilitator candidates

YOU ARE INVITED TO READ, FOCUS ON AND CHOOSE THE PERSPECTIVES OR ELEMENTS THAT WILL SUPPORT, ENRICH AND PROMOTE FACILITATOR TRAINING IN YOUR DISCIPLINE.

ABOUT THIS GUIDE

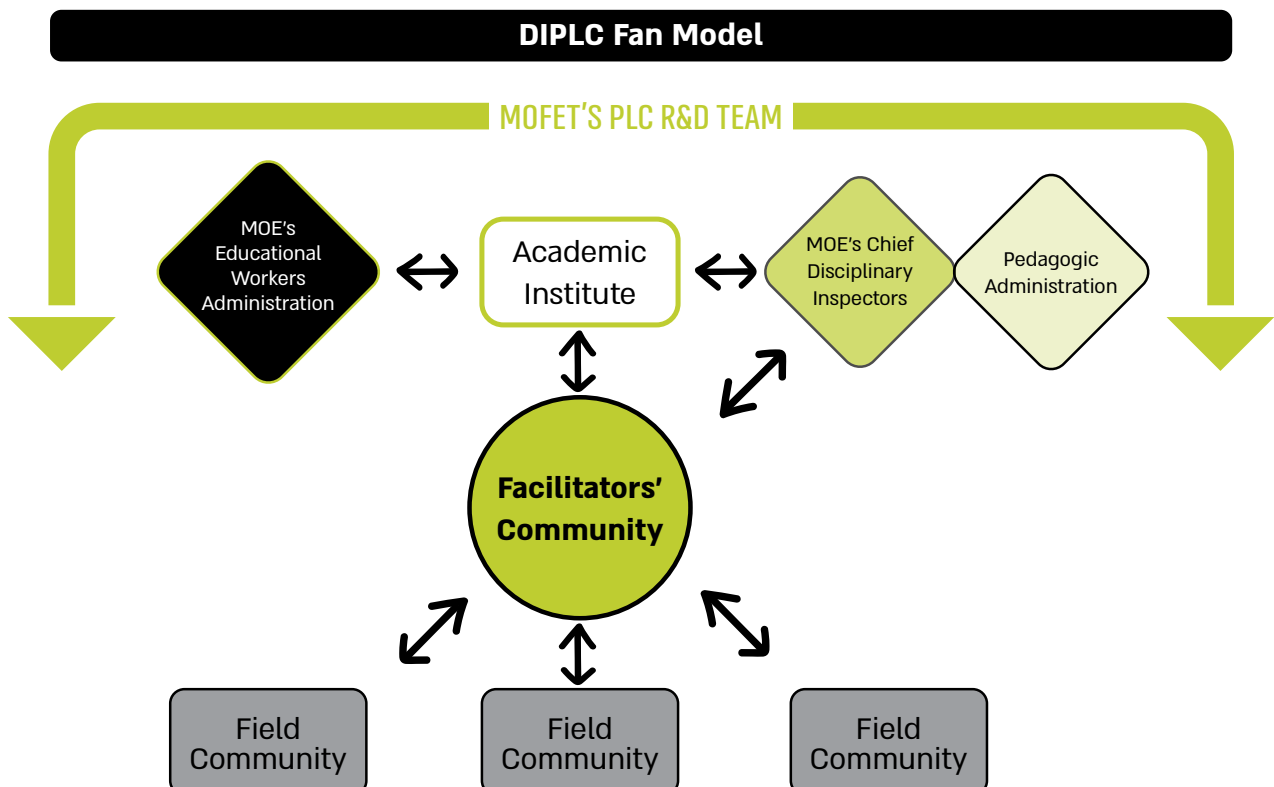
In recent years, under the leadership of the Israeli Ministry of Education, the Professional Development Division of Educational Workers Administration and PLC Research & Development (R&D) at the MOFET Institute, the range and number of professional learning communities (hereinafter: PLCs) has been expanding.

The communities overseen by the PLC Research & Development (R&D) at the MOFET Institute are Discipline-Based Professional Learning Communities (DIPLCs). PLCs who focus on Pedagogic content knowledge (PCK) acquisition (Shulman & Shulman, 2004) within specific disciplines or roles. These communities operate under a different model than school-based PLC models because their members all teach the same topic in different schools.

In addition, DIPLCs operate after school hours to offer support to disciplinary teachers who are often the only ones in their school teaching their subject. Therefore, the communities are not confined to a specific geographic location, and some operate on a national level (i.e., they integrate teachers from within certain geographic areas or from the entire country).

Most DIPLCs function according to the fan model (Aricha & Merzel, 2021) in which teachers' communities are led by two facilitators and function under the auspices of a professional institute that specializes in the community's particular discipline. In this multidirectional semi-hierarchical model, the academic institute sets up a facilitators' community comprising facilitators from the various field communities and provides them with innovative disciplinary content (skills, content knowledge and relevant teaching strategies). The institute also trains them in developing the skills needed to facilitate learning communities.

The members of the facilitators' community evaluate this content and implement the content they deem suitable in the field communities. Concurrently, participants in field communities present teacher-recommended activities to the facilitators' community, and this content then gets disseminated to the other communities. Thus, the knowledge moves up and down the fan, benefiting all teachers who are members of the network of communities (Yayon et al., 2021).



The PLC activity expansion also calls for further organization and continued professional development in training the facilitators of these communities.

During the 2021-2022 academic year, a think tank convened to evaluate the onboarding and training processes for PLC facilitation from the perspective that it is appropriate to formally specify and brand the position.

The think tank had two main goals:

01 To learn about the different training methods that are currently available in the field.

02 To assemble common training elements that may be key topics for future training programs.

This guide is intended for PLC leaders who are engaged in identifying, recruiting and training professional learning community facilitators for the positions and guiding their work on an ongoing basis. This guide includes key topics that can be used in facilitator training.

The purpose of the guide is not to replace the unique custom training processes that various disciplines and programs use, but to highlight key topics and training elements, which may help people working to select and train future facilitators.

The guide does not have a required guide for taking action, but offers suggestions that may help in building a unique training program for each discipline and position.

We wish to thank the members of the think tank who have invested their time and energy and have shared a variety of diverse PLC facilitator training models.

Zvika Aricha, PhD // Ronit Ben Bassat-Levy, PhD // Ofra Brandes, PhD // Dalia Hen, PhD // Dorit Teitelbaum, PhD // Smadar Levy, PhD

THE PLC R&D TEAM IS PLEASED TO BE AVAILABLE TO HELP AND OFFER YOU INSIGHTS

AND WAYS TO INTEGRATE THE GUIDE'S CONTENTS INTO YOUR UNIQUE TRAINING MODEL.

Best regards,

Tali Berglas-Shapiro, PhD;

Fabi Shalit Reitman;

Malka Keren;

Ditza Cohen;

Dorit Sheffi Borkow, PhD

CHAPTER 1

PROFESSIONAL LEARNING COMMUNITY FACILITATORS – MAIN CHARACTERISTICS

One of the most important characteristics of effective PLCs, which develops over time, is that they are led by a facilitator (or facilitators) of the community who has been trained in facilitation. There are PLC models that do not use a facilitator, instead applying a shared leadership approach. However, according to numerous researchers, these PLCs lack leadership. In most instances, due to the lack of leadership, discussions in non-facilitated PLCs are not focused; time and resources are wasted; community development processes are slow and participants find it difficult to deal with conflicts and objections within the PLC.

The PLC facilitator has a central and extremely important role in building, preserving and empowering the community. On one hand, this role is complex and challenging; and on the other, it is rewarding and empowering. PLC facilitators are significant figures for the members of the community; therefore, their personalities and methods of conduct within the PLC are extremely important in forming the community and for creating an optimal atmosphere for effective activity.



THE PROFESSIONAL IDENTITIES OF PLC FACILITATORS ARE UNIQUE BECAUSE THEY ARE "TEACHERS' TEACHERS," GROUP FACILITATORS, EXPERTS IN PLC CONTENT AND TEACHING STAFF THEMSELVES [SEE FIGURE 1]. THIS UNIQUENESS REQUIRES A SPECIAL BLEND OF SKILLS AND KNOWLEDGE AND, IN PRACTICE, IT IS REFLECTED IN PLC FACILITATOR ACTIONS.

FIGURE 1 |
THE PROFESSIONAL IDENTITY OF PLC FACILITATORS

* EXPERTISE IN THE COMMUNITY'S SPECIFIC CONTENT KNOWLEDGE

THE POSITION OF THE PROFESSIONAL LEARNING COMMUNITY FACILITATOR

The roles of PLC facilitator, described below, are based on two main sources of information: the professional literature in the field and the wisdom of the crowd¹.

In recent years, a large number of PLC facilitators have been interviewed, both individually and as part of the PLC R&D forum meetings, to understand their perception of the role. In addition, the think tank that convened in the 2021-2022 academic year contributed greatly to the insights presented below. **According to these sources, the PLC facilitator has several roles²:**

01

TO EMPOWER AND PRESERVE SOCIAL CAPITAL

Social capital includes the connections between community members, the trust created between them and the extent to which they act and learn together in order to promote common goals and values.

02

TO STRENGTHEN AND PRESERVE COMMUNITY MEMBERS' PERSONAL CAPITAL

Personal capital refers to the degree to which the individual in the community feels that he or she belongs, is empowered by, contributes to and has importance in the community framework.

03

TO CREATE AN ENVIRONMENT THAT PROMOTES MEANINGFUL LEARNING IN THE COMMUNITY

This environment includes **physical elements** (meeting location, how the space is arranged, etc.), **didactic aspects** (discourse facilitation guidelines, teaching methods, etc.) and **digital elements** (platforms and tools for collaborative learning and knowledge repositories). This environment aims to promote shared goals and values.

04

TO MAINTAIN BALANCE AND COPE WITH THE VARIOUS TENSIONS INHERENT IN THE COMMUNITY

Every community has built-in tensions that arise from the interactions between the community and its environment and the interactions among the community members themselves.

05

TO CREATE A PARTNERSHIP IN TASK PERFORMANCE AND AUTHORITY

Community maturation is manifested, among other things, in members' acceptance of responsibility in everything related to community activity and conduct.

FOR MORE ON THE ROLE AND CHARACTERISTICS OF PLC FACILITATORS, SEE CHAPTER 2.

CHARACTERISTICS OF PROFESSIONAL LEARNING COMMUNITY FACILITATORS

Most PLC facilitators are also teachers or have the same or similar role as the rest of the PLC members, so their effectiveness in guiding the community depends to a large extent on the relationships they develop with its members and with their co-facilitator.

The leadership ability of PLC facilitators is based on these relationships, and therefore, fostering relationships of trust and appreciation between the facilitators and the other PLC members is extremely important.

In order to perform their role in the best way possible, PLC facilitators should have a number of qualities and skills. Facilitators can learn and develop some of these skills, but they should already possess and be skilled in others³.

In the prevailing model of the discipline-based PLCs (DIPLCs), each community has two facilitators. Co-facilitation promotes flexibility, numerous different perspectives, personal attention and PLC participant mentoring.

Recent studies that the PLC R&D team conducted found that co-facilitation greatly contributes to the success and efficiency of the community.

WITH THIS, IT IS IMPORTANT TO REMEMBER THAT THERE ARE DIFFERENT FACILITATION MODELS, AND THERE IS NO SINGLE WAY TO FACILITATE. THE MORE THAT FACILITATORS ARE HIGHLY AWARE OF THEIR OWN SKILLS, THE MORE THEY WILL RECOGNIZE THE AREAS IN WHICH THEY WILL NEED HELP FROM OTHERS.

-
1. Venables, D. R. (2017). Facilitating teacher teams and authentic PLCs: The human side of leading people, protocols, and practices. ASCD.
 2. Kansteiner, K., Louca, L., Landström, P., Sanchidrián, C., Theurl, P., Emstad, A. B., Stamann, C., Barrios, E., Skouliá, T., Meidell, M., Stjärne, C., Strand, M. K., Knutsen, B., & Zumtobel, M. (Eds.). (2019). (rep.). Heads using professional learning communities leadership development meets school development (2nd ed., pp. 1–88). HeadsUp.
 3. For a list of skills, attributes and knowledge that the think tank participants identified as required or desirable for community leaders, see the Appendix.

CHAPTER 2

KEY TOPICS IN TRAINING PROFESSIONAL LEARNING COMMUNITY FACILITATORS

This chapter will explain each component of the PLC facilitator position. The explanation covers the essence of the position, the qualifications and the knowledge required in order to perform the role optimally.

In the topics that this chapter presents [Figure 2], what can be seen is a holistic process in which the various areas of PLC facilitator responsibility are not structured hierarchically, but are intertwined and take place simultaneously during the facilitators' work. Furthermore, the process is ongoing and continuous throughout the lifespan of the position.

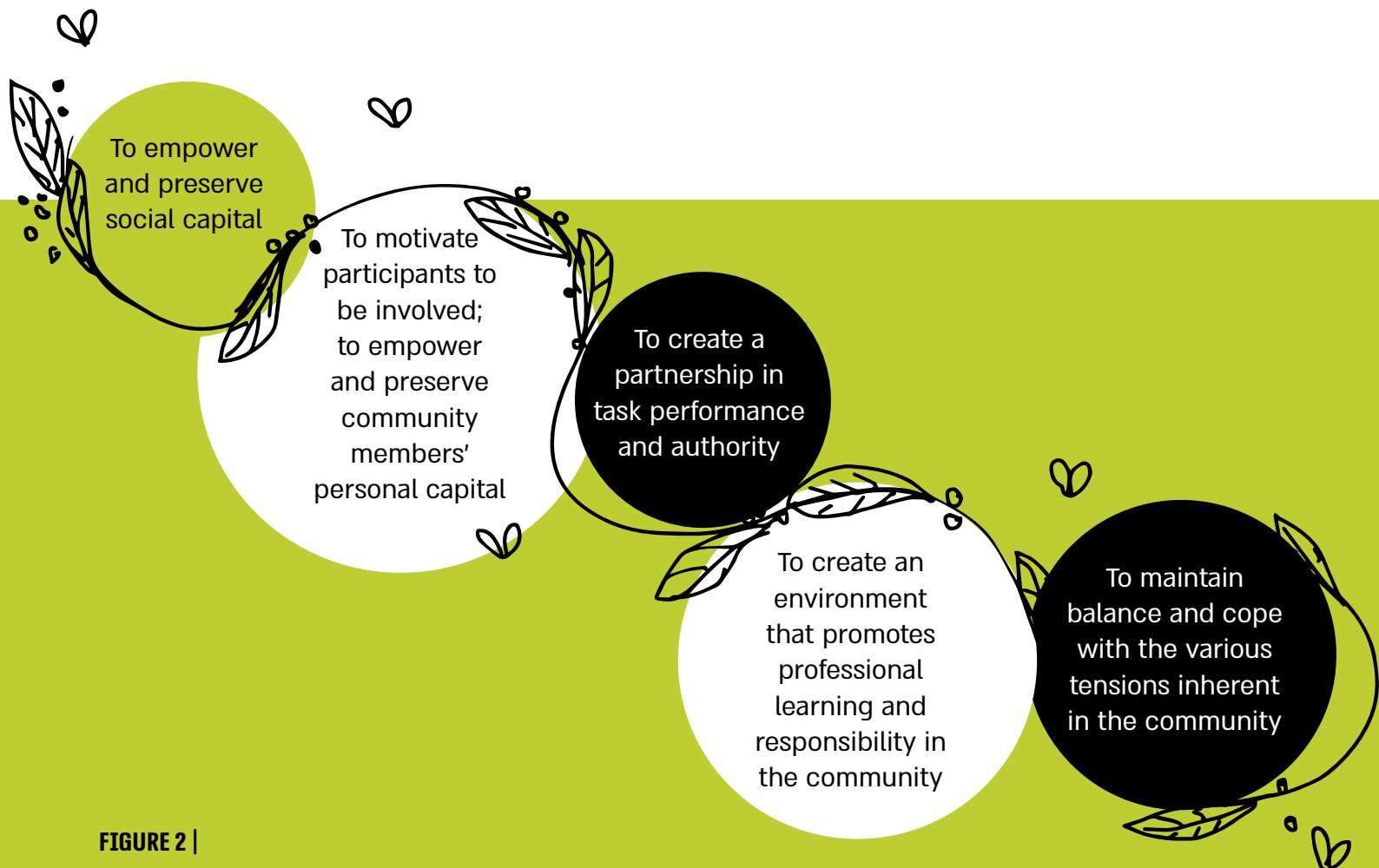


FIGURE 2 |
PROFESSIONAL LEARNING COMMUNITY FACILITATORS – KEY ROLES

DETAIL ON THE MAIN ROLES OF PROFESSIONAL LEARNING COMMUNITY FACILITATORS

01 To empower and preserve social capital

One of the basic premises of PLCs is that quality interactions between community participants that focus on teaching and learning are likely to improve teachers' performance; therefore, it is important to cultivate the community's social capital. Social capital refers to the degree to which individuals in a community work together to achieve common goals and shared values. This joint work relies on trust and collaboration among PLC members. PLC facilitators have central roles in cultivating and preserving social capital.



QUALIFICATIONS

- # Establish trusting relationships and ethical rules that evoke norms of sensitivity, respect and sharing among PLC members, creating a safe space for discourse;
- # Manage and facilitate collaborative and advancement-inducing dialogue in the PLC;
- # Maintain the emotional security of all discussion participants;
- # Act in favor of the PLC and "check egos at the door" – out of the community;
- # Create a common system of expectations and a common narrative for the PLC;
- # Manage conflicts that arise in the PLC;
- # Create relevant connections among PLC members.



KNOWLEDGE

- # Understand the stages of group development and facilitator characteristics and roles at each stage;
- # Recognize and understand group dynamics;
- # Understand the types and characteristics of community participants.

02 **To motivate participants to be involved; to empower and preserve community members' personal capital**

In addition to preserving social capital, there is a need to nurture individual PLC participants in order to maintain their well-being and to promote their motivation to actively participate in community activities.

PLC activities depend on member partnership level. Among their roles, PLC facilitators are responsible for creating community involvement. This involvement is demonstrated by member presence and participation in PLC meetings.



QUALIFICATIONS

- # Maintain the resilience and security of each PLC participant;
- # Motivate participants to actively engage in PLC activity;
- # Encourage PLC members to accept responsibility in meeting planning and management;
- # Give room for each and every community member to be unique and leverage these abilities to benefit PLC development;
- # Guide and personally support PLC members as needed.



KNOWLEDGE

- # Knowledge in motivation and ways to motivate people to take action;
- # Knowledge in online and offline engagement;
- # Knowledge in the theory of resilience and well-being.

03 To create an environment that promotes professional learning in the community

One of the main goals of PLCs is to promote and support the collaborative professional learning of its members while addressing teaching topics related to the field of knowledge

PLC facilitators are entrusted with creating an environment that facilitates this learning by maintaining regular meetings; providing access to articles and research in the field of knowledge; creating opportunities and infrastructure for collaborative learning; providing positive feedback; assisting in producing learning outcomes.

In addition, facilitators are responsible for choosing the protocols and models that will assist the PLC members in learning from their representations of practice.

Defining important PLC facilitator qualifications from the perspective of pedagogical content knowledge will be done with the academic organization, supervisors and Ministry of Education administration representatives, with the goal of ensuring a broad view and maximum accuracy for each field of knowledge.



QUALIFICATIONS

- # Organize the space and the framework so that the setting (structure and atmosphere) is clear and distinct for the PLC work;
- # Activate a wide variety of PLC sharing, learning and development processes using professional judgment, according to PLC member needs;
- # Demonstrate the ability to facilitate professional dialog that promotes in-depth thinking: description, analysis, evaluation and proposal for diverse coping methods;
- # Show the ability to guide discussions that enable multiple perspectives while creating fruitful tension among the perspectives;
- # Conduct a reflective conversation that enables learning from the process;
- # Manage a schedule that promotes learning and the PLC's objective;
- # Regularly manage the content and knowledge that the PLC creates and accumulates.



KNOWLEDGE

- # Familiarity with the characteristics of fruitful pedagogical-professional discourse;
- # Understanding of the principles, models and methods used to learn from practice;
- # Familiarity with digital tools used to learn from practice ;
- # Knowledge of databases, studies, articles and the curriculum in the PLC's field of content;
- # Knowledge in the field of instructional content and the use of professional language;
- # Familiarity with platforms and ways to manage knowledge.

04 To maintain balance and cope with the various tensions inherent in the community

PLC facilitators often face various challenges that force them to strive for balance. A common challenge that facilitators face is the need to balance the care and focus on each individual's needs with progress towards PLC goals.

Caring for individuals is critically important in the PLC, in which learning processes are based on mutual member relationships and the motivation and sense of security that each and every PLC member has. Another challenge that requires maintaining balance is the need to pay attention to the voices from the field and to respond to teachers' issues while responding to the needs of other PLC stakeholders such as the PLC supervisor, the district supervisor, etc.

PLC facilitators need to balance the "process axis" and the "learning axis." These concepts refer to two important dimensions that facilitators consider when planning and guiding a community. The process axis focuses on the dynamics and interactions within the community. It involves paying attention to how the members engage with each other, communicate, and work together.

The learning axis is centered on the content and knowledge being shared within the community. It involves the subject matter, concepts, skills, and insights that the PLC is aiming to learn or discuss. Both axes are crucial for effective PLC facilitation. A skilled facilitator needs to be attentive to both the dynamics within the community (process) and the content being covered (learning) to ensure that the PLC is functioning well and achieving its objectives.

In practice, facilitators often navigate these axes simultaneously, making real-time adjustments to maintain a harmonious group process while also ensuring that the group is actively engaging with and comprehending the subject matter. This balanced approach helps create an environment where participants feel comfortable, motivated, and empowered to learn and collaborate effectively.



QUALIFICATIONS

- # The ability to cope with others' judgments and unethical behaviors;
- # The skills to deal with push-back in the PLC;
- # The ability to manage fruitful conversations that enable all participants to express themselves;
- # Adherence to the rules of ethics, participation and safe space in the PLC.



KNOWLEDGE

- # Familiarity with theoretical and practical knowledge relevant to individual and group facilitation;
- # Knowledge of different theories of group development stages.

05 To create a partnership in task performance and authority

A true, strong partnership between PLC members is essential for proper, fruitful activity. PLC facilitators play an important role in creating the partnership, both actively and through modeling: demonstrating partnership and collaboration both among the facilitators themselves and between themselves and the PLC members.

One of the most common pitfalls that inexperienced facilitators encounter is trying to do everything themselves. This is harmful for two reasons. First, it detracts from the facilitators' main roles, which are strengthening and preserving the PLC's social capital and performing the responsibilities that come with their role. Second, if the facilitators do everything, the community will always expect them to continue doing so, causing the PLC members to remain uninvolved. Therefore, the facilitators should focus on leading the PLC and the tasks at hand and delegate tasks to others (for example, keeping time for each meeting topic, recording meeting minutes, bringing specific things to the next meeting, etc.).



QUALIFICATIONS

- # Ability to establish communication channels and sharing platforms beyond community meetings to encourage broader member contact, consultation and peer learning;
- # Skills to co-facilitate: to facilitate a community together with other partners while recognizing the effect of co-facilitation on the PLC;
- # Ability to maintain fruitful relationships with people who hold essential positions in the community, such as the superintendents, leaders of other communities, etc.



KNOWLEDGE

- # Getting to know community members and each and every member's strengths in order to partner with them on tasks;
- # Familiarity with platforms for conducting, sharing and managing asynchronous meetings;
- # Ability to set goals and objectives with community members – building a community canvas;
- # Knowledge in developing community workplans and familiarity with relevant tools:
 - How to define goals and objectives;
 - How to construct a schedule;
 - Familiarity with key activities;
 - Knowledge of special milestone events (such as a special event day);
 - How to present PLC workplans and involve community members in the plan.

TABLE 1 | SUMMARY OF THE MAIN ROLES OF PROFESSIONAL LEARNING COMMUNITY FACILITATORS

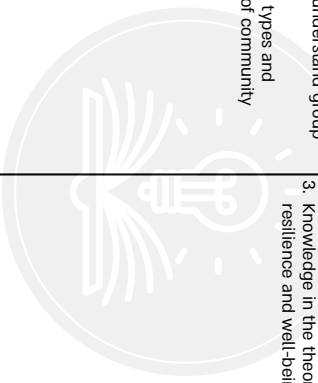
<p>TO EMPOWER AND PRESERVE SOCIAL CAPITAL</p>	<p>TO MOTIVATE PARTICIPANTS TO BE INVOLVED TO EMPOWER AND PRESERVE COMMUNITY MEMBERS' PERSONAL CAPITAL</p>	<p>TO CREATE AN ENVIRONMENT THAT PROMOTES PROFESSIONAL LEARNING IN THE COMMUNITY</p>	<p>TO MAINTAIN BALANCE AND COPE WITH THE VARIOUS TENSIONS INHERENT IN THE COMMUNITY</p>	<p>TO CREATE A PARTNERSHIP IN TASK PERFORMANCE AND AUTHORITY</p>
<p>1. Establish trusting relationships and ethical rules that evoke norms of sensitivity, respect and sharing among PLC members, creating a safe space for discourse</p> <p>2. Manage and facilitate collaborative and advancement-inducing dialogue in the PLC</p> <p>3. Maintain the emotional security of all discussion participants</p> <p>4. Act in favor of the PLC and 'check egos at the door' – out of the community;</p> <p>5. Create a common system of expectations and a common narrative for the PLC</p> <p>6. Manage conflicts that arise in the PLC</p> <p>7. Create relevant connections among PLC members</p>	<p>1. Maintain the resilience and security of each PLC participant</p> <p>2. Motivate participants to actively engage in PLC activity</p> <p>3. Encourage PLC members to accept responsibility in meeting planning and management</p> <p>4. Give room for each and every community member to be unique and leverage these abilities to benefit PLC development</p> <p>5. Guide and personally support PLC members as needed</p>	<p>1. Organize the space and the framework so that the setting (structure and atmosphere) is clear and distinct for the PLC work;</p> <p>2. Activate a wide variety of PLC sharing, learning and development processes using professional judgment, according to PLC member needs;</p> <p>3. Demonstrate the ability to facilitate professional dialog that promotes in-depth thinking: description, analysis, evaluation and proposal for diverse coping methods;</p> <p>4. Show the ability to guide discussions that enable multiple perspectives while creating fruitful tension among the perspectives;</p> <p>5. Conduct a reflective conversation that enables learning from the process;</p> <p>6. Manage a schedule that promotes learning and the PLC's objective;</p> <p>7. Regularly manage the content and knowledge that the PLC creates and accumulates.</p>	<p>1. The ability to cope with others' judgments and unethical behaviors;</p> <p>2. The skills to deal with push-back in the PLC;</p> <p>3. The ability to manage fruitful conversations that enable all participants to express themselves;</p> <p>4. Adherence to the rules of ethics, participation and safe space in the PLC.</p>	<p>1. Ability to establish communication channels and sharing platforms beyond community meetings to encourage broader member contact, consultation and peer learning;</p> <p>2. Skills to co-facilitate, to facilitate a community together with other partners while recognizing the effect of co-facilitation on the PLC</p> <p>3. Ability to maintain fruitful relationships with people who hold essential positions in the community system, such as the PLC superintendents, leaders of other communities, etc.</p>
<p>1. Understand the stages of group development and facilitator characteristics and roles at each stage</p> <p>2. Recognize and understand group dynamics</p> <p>3. Understand the types and characteristics of community participants</p>	<p>1. Knowledge in motivation and ways to motivate people to take action</p> <p>2. Knowledge in online and offline engagement</p> <p>3. Knowledge in the theory of resilience and well-being</p>	<p>1. Familiarity with the characteristics of fruitful pedagogical-professional discourse;</p> <p>2. Understanding of the principles, models, and methods used to learn from practice;</p> <p>3. Familiarity with digital tools used to learn from practice ;</p> <p>4. Knowledge of databases, studies, articles and the curriculum in the PLC's field of content;</p> <p>5. Knowledge in the field of instructional content and the use of professional language;</p> <p>6. Familiarity with platforms and ways to manage knowledge.</p>	<p>1. Familiarity with theoretical and practical knowledge relevant to individual and group facilitation</p> <p>2. Knowledge of different theories of group development stages</p>	<p>1. Getting to know community members and each and every member's strengths in order to partner with them on tasks</p> <p>2. Familiarity with platforms for conducting, sharing and managing asynchronous meetings</p> <p>3. Ability to set goals and objectives with community members – building a community canvas</p> <p>4. Knowledge in developing community workplans and familiarity with relevant tools:</p> <ul style="list-style-type: none"> • How to define goals and objectives • How to construct a schedule • Familiarity with key activities • Knowledge of special milestone events (such as a special event day) • How to present PLC workplans and involve community members in the plan



QUALIFICATIONS



KNOWLEDGE



CHAPTER 3

INTRODUCTION

To learn about the different models used for training PLC facilitators and leaders, interviews were held with several training program leaders. In this chapter, we have compiled the information gathered from semi-structured interviews with eight facilitator trainers. This information may help in building a training plan for facilitators of various PLC programs.

MODELS FOR TRAINING PROFESSIONAL LEARNING COMMUNITY FACILITATORS AND LEADERS

01 Onboarding into the position

HOW DO YOU RECRUIT THE COMMUNITY FACILITATORS WHO WILL PARTICIPATE IN THE FACILITATOR COMMUNITIES AND ACTUALLY FACILITATE THE COMMUNITIES IN THE FIELD? WHO CHOOSES THE FACILITATORS?

There are several ways to recruit and select the facilitators. Facilitator selection can be performed in a variety of methods, including:

IDENTIFYING POTENTIAL FACILITATORS

To identify potential facilitators, PLC leaders use the following recruitment methods:

- # Accept recommendations from the discipline inspector;
- # Receive recommendations from a school principal;
- # Accept recommendations from the actual facilitator who identifies potential facilitators from among the PLC participants.

FACILITATOR ACCEPTANCE METHODS

Who makes the decision?

- # In a model in which there is close collaboration among the guiding academic body and the discipline inspector, the facilitator selection decision is made by the discipline inspector together with the academic institute.
- # In the model in which the leadership team (on behalf of the guiding academic institute) decides who to accept to the PLC, the leadership team of the facilitator community decides whom to accept.

The acceptance process for the position of PLC facilitator

- # A personal interview is conducted with the potential facilitators;
- # The decision-makers rely on the recommendation of an actual facilitator and/or supervisor and/or school principal;
- # The potential facilitator joins the community of leaders/facilitators, and only at the end of the year is the decision made to allow him or her to facilitate the PLC.

02 **The training method**

TRAINING CAN BE CONDUCTED IN SEVERAL FRAMEWORKS SIMULTANEOUSLY.

Table 2 describes the most common training frameworks.

TABLE 2 | TRAINING FRAMEWORKS FOR PROFESSIONAL LEARNING COMMUNITY FACILITATORS

<p>FACILITATOR COMMUNITY</p> <p>By participating in this community, new facilitators experience community management modeling.</p>	<p>FACILITATOR-COMMUNITY PARTICIPANTS</p> <ul style="list-style-type: none"> • Instructors and teachers with seniority as PLC participants. • Disciplinary coordinators in the field of PLC knowledge. • Instructors working on behalf of the disciplinary inspector.
<p>MENTORING INDIVIDUAL GUIDANCE</p>	<p>In addition to being part of the facilitator community, new facilitators also receive individual mentoring. Veteran community leaders conduct the mentoring, guiding the new leaders in the field.</p>

03 **PLC facilitator training duration**

Since facilitator-community training is done mainly through modeling, it is important that its members both experience the process of building a PLC and engage in learning from practice models and methods. The desired training duration is 60 hours per year in the first year, and in subsequent years, 30 hours per year is desired. It is important to emphasize that not all training hours are face to face; some hours are dedicated to mentoring processes, group learning, field experience, etc.

TIPS FOR NEW FACILITATOR TRAINERS

During the information-gathering interviews, the interviewees shared a number of tips that may help those who are going to train PLC facilitators:

- It is important to **individually guide** new facilitators during their first year of activity;
- It is important to encourage participating PLC facilitators **to ask questions all along the way**;
- It is important to remember that **each facilitator needs time to formulate his or her way of working**, so be patient and convey trust in the new facilitators;
- It is important to work on maintaining **constant connection with the field** – understanding the curriculum, teaching staff challenges in the community and more;
- It is recommended to encourage the facilitators to **observe other community facilitators** (even before starting facilitation work);
- It is recommended to conduct **a summary conference for all facilitators**, and invite new facilitators to participate;
- It is important to be aware of the need for **ongoing disciplinary support**;
- **All along the way, it is desirable to clarify the difference** between facilitator-led discourse in the community and teacher-led discourse.

APPENDIX

APPENDIX 1

QUALITIES REQUIRED AND DESIRED WHEN IDENTIFYING SUITABLE PLC FACILITATOR CANDIDATES

REQUIRED	<ol style="list-style-type: none"> 1. People with a bachelor's degree in the field of knowledge (with a preference for people with a master's degree or higher). 2. People who hold a teaching certificate. 3. Teachers with at least five years of experience in the field of knowledge. 4. Practicing teachers in the field of knowledge. 5. Senior PLC members. 6. Individuals with pedagogical content knowledge (PCK): Knowledge in content teaching methods.
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PREFERABLE ADMINISTRATIVE QUALIFICATIONS	<ul style="list-style-type: none"> → Interfaces with various organizations and partners → Possesses organizational and administrative skills → Familiarity with platforms for managing participant contact → Knowledge in and ability to recruit and retain teachers in the community
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PREFERABLE DISCIPLINARY QUALIFICATIONS	<ul style="list-style-type: none"> → Understanding of technological, pedagogical and content knowledge (TPACK) → Familiarity with topics related to professional teacher identity
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GROUP FACILITATION QUALIFICATIONS	<ul style="list-style-type: none"> → Knowledge in building teams: coordinating expectations, creating team work norms → Knowledge in ways to handle push-back → Collaborative and participatory facilitation skills → Understanding of community feedback and evaluation methods → Familiarity with ways to work with heterogeneous populations → Understanding of facilitation methods in communities that work in hybrid configurations (synchronous and asynchronous) → Familiarity with learning from practice methods → Knowledge of social-emotional approaches and the ability to apply methods of action within the community
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