Master Thesis

Reflective Dialogue in Professional Learning Communities for Educational Leaders

A.J.G. Nijhuis

Faculty of Behavioural, Management, and Social Sciences

Department of Teacher Development (ELAN)

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Acknowledgements

This has been an incredible journey!

This thesis is the end product of a wonderful and intense learning journey that has further ignited my passion for education in all its facets and demanded the utmost of my abilities.

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Abstract

Sustainable implementation and reform of the interdisciplinary curriculum of Saxion University of Applied Sciences requires distributed leadership, specifically through Professional Learning Communities (PLCs). Reflective Dialogue (RD) is essential to the effectiveness of PLCs because it contributes directly to the learning outcome by reflecting and addressing practice-related issues. However, the effective facilitation of RD is still under debate and little is known about PLCs consisting of educational leaders.

A mixed method descriptive case study was performed at Saxion University of Applied Sciences. Two Educational Leadership PLCs were used to describe (i) the conditions, nature and quality of RD within PLCs, the relationship of RD (ii) with the personal learning questions of the educational leaders and (iii) with the collective learning objectives of both PLCs and finally (iv) the RD facilitation within both PLCs.

We found that all the required conditions of RD were present, of which emotional safety seemed to be the most evident. In addition, the nature of RD was mainly experienced as interactive reflection, which was achieved by both coaches and educational leaders working in tandem. Furthermore, the quality of RD was most prominent in terms of reflection and feedback in relation to both the personal learning question and the collective learning objective. In facilitation, the balance between supporting and leading was found to be challenging.

However, observation of RD is crucial to gain more insight and needs to be included in future research. Furthermore, we recommend alignment between expectations of educational leaders and coaches about the purpose of the PLC.

1. Introduction

Saxion University of Applied Sciences has adopted an interdisciplinary curriculum in order to anticipate the rapidly changing, unpredictable future job markets and prepare their students accordingly. The implementation process of this curriculum, *Saxion Educational Model* (SEM), commenced in September 2019 (Van Til, 2019).

For sustainable implementation throughout the educational programmes, constructive support of educational leadership is needed (Leithwood et al., 2020). *Educational leadership* is leadership within and in relation to education that focuses primarily on student learning and learning outcomes and subsequently affects the learning and learning outcomes of teachers and educational leaders themselves (Imants, 2010). Moreover, educational leaders play an important role in creating the conditions for teachers' mutual learning and realising changes in the school organisation (Leithwood & Jantzi, 2005; Mitchell & Sackney, 2016). Nevertheless, educational leaders can hardly guarantee that teachers will achieve mutual learning and organisational change (Stoll et al., 2006). Therefore, in order to accomplish the aforementioned aspects, teachers should also take the lead in e.g. setting up mutual learning and be enabled accordingly (Harris, 2003; Harris, 2008; Stoll et al., 2006). One type of leadership that corresponds to the need for leadership initiated by the teachers and mutual learning is distributed leadership (Admiraal et al., 2012). Within *distributed leadership*, leadership is divided and distributed among different individuals in the organisation (Harris, 2003). A collaborative form in which such distributed leadership can take place is a Professional Learning Community (Bruns & Bruggink, 2016).

Within Saxion University of Applied Sciences, two *Professional Learning Communities* (PLCs) have been formed in light of Saxion's ongoing curriculum implementation (Hendriksen, 2021). PLCs are teams of professionals who mutually learn individually and collectively by attempting through iterative processes of reflection on practice-related issues, to ultimately improve student learning and learning outcomes (DuFour, 2004; Van Klinken-Van der Made, 2019; Kools & Stoll, 2016; Owen, 2014).

The two Saxion PLCs include formal educational leaders, such as academy managers, and team leaders and informal educational leaders such as teachers and coordinators. Both PLCs are supported by coaches. The mutual learning (learning from and with each other) within the Saxion PLCs is focused on a *personal learning question* with a relation to participants' individual roles and a *collective learning objective* related to the curriculum implementation process (Hendriksen, 2021). To achieve the aforementioned learning within the PLC, Reflective Dialogue is essential (Ismail & Al-Hendawi, 2015; Vescio et al., 2008; Schaap & De Bruin, 2018).

Reflective Dialogue (RD) is a process that enables professionals (teachers and educational leaders) to share critical ideas, knowledge and views, discern choices and reflect on them together (Kooy, 2015; Ros & Van den Bergh, 2018). This reflection on practice-related issues is enhanced by using data and/or literature in addition to experience (Brown et al., 2017; de Groot et al., 2014;

Meijlof, 2018). The *quality of Reflective Dialogue* is related to the degree of interaction and the degree of reflection and thus to the *nature of RD* (de Groot et al., 2014).

Despite the fact that RD appears to be an important feature of the effectiveness of PLCs, especially when it comes to enhancing learning outcomes (Lomos et al., 2011), the effective facilitation of RD itself is still under debate (Brown et al., 2021).

In addition, little is known about PLCs consisting of educational leaders and the relationship of RD with the individual learning questions and the collective learning objective of educational leaders. Furthermore, it is assumed that insights from the learning that takes place through RD and its facilitation are generalisable to other PLCs that relate to different study programmes within Saxion University of Applied Sciences. A second assumption is that these insights will promote the implementation of SEM.

This makes it relevant to describe RD in more depth through a case study. This study therefore described, first, the conditions, nature and quality of RD within the PLCs. Second, the relationship of RD with the personal learning questions of the educational leaders within the PLCs. Third, the relationship of RD with the collective learning objective of both PLCs. Last, the facilitation of RD within the PLCs..

2 Theoretical Framework

2.1 Educational leadership

The sustainable implementation of a curriculum requires educational leadership, (Fullan & Pinchot, 2018; OECD, 2009). *Educational leadership* comprises the collaboration with teachers whilst guiding them toward improving educational processes and outcomes. Hence, it entails interaction between people with different positions and responsibilities in the organisation and focuses on improving learning in the school and the learning outcomes (Baporikar, 2015; Imants, 2010).

The type of educational leadership and its approach seem crucial in the success of the implementation process of a new curriculum that aims at improving student learning. A combination of three types of leadership is deemed most effective (Day & Sammons, 2013). However, the effectiveness of this combination of educational leadership types is not a given, but is influenced by the context, personality and experience of the educational leader (Verbiest, 2010; Robinson et al., 2008). *Transformative leadership* includes a strong emphasis on moral values, a shared purpose and the teachers' attitudes such as commitment and resilience (Jovanovic & Ciric, 2016). This is furthermore reflected in the following core sets of related leadership practices: (long-term) vision; setting directions; restructuring and realigning the organisation; developing staff and curriculum; and involvement with the external community (Leithwood & Jantzi, 2005).

Pedagogical/instructional leadership is including educational goals, curriculum planning and has a strong emphasis on enhancing both teaching and learning outcomes by means of coaching and improving professional development (MacNeill et al., 2003; Robinson et al., 2009). *Distributed leadership* may occur in different individuals throughout the organisation (Spillane et al., 2004) and includes collaboration on all levels (Imants, 2010). Distributed Leadership, like the other two leadership styles, can promote teachers' active participation in change and innovation (Timperley, 2005), but also presents challenges due to inherent structural, cultural and micro-political barriers (Harris, 2003).

In a distributed leadership setting, educational leaders are guided by *leadership practices* (Leithwood et al., 2020; Spillane, 2005). A leadership practice is a congruent set of activities and interactions of a person or group in a specific context to achieve educational goals (Leithwood, 1993; Leithwood, Harris, & Hopkins, 2020). These leadership practices can be further divided into four domains, namely: (1) *Set directions*, e.g. build a shared vision, (2) *Build relationships and develop people*, e.g. stimulating the development of the professional capacities of the personnel, (3) *Develop the organization to support desired practices*, e.g. structure the organization to facilitate collaboration, (4) *Improve the instructional program*, e.g. monitor student learning and school improvement progress (Leithwood et al., 2008; Leithwood, Harris, & Hopkins, 2020). This type of leadership is the most evident in this study due to these leadership practices.

2.2 Professional Learning Communities

Professional Learning Communities (PLCs) are defined in various ways in the literature. In this study Mitchell & Sackney's (2000) definition is used which has the most overlap with other definitions: "Groups of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning oriented, growth-promoting approach towards the complexities of teaching and learning" (p. 9)

The overarching goal of a PLC is to improve their own effectiveness for the benefit of the students' learning processes and learning outcomes, for example in terms of improved cooperation and individual professional development (Bolam et al., 2005; Doğan & Adams, 2018; Prenger et al., 2020; Spanneut, 2010). Furthermore, PLCs can increase the organisational capacity of educational institutions by means of reducing the isolated position of teachers and creating opportunities for professional dialogue and cooperation (Verbiest, 2003). This may enable development, organisational change and a sustainable improvement (Little 2002; Mitchell et al., 2005; Stoll., 2010). However, this increase of the organisational capacity through the use of a PLC depends on the willingness of the professionals to change, obtaining the resources (time and space) needed to make it work and the influence that policy and budgets have on a school's infrastructure (Bolam et al., 2005; Margalef & Pareja Roblin, 2016; Provini, 2012).

An ever-growing body of evidence, (Hord, 2004; Prenger et al., 2017; Schaap & De Bruin, 2018; Stoll et al., 2006; Vescio et al., 2008) indicates five recurring intertwined key features of an effective PLC. The general coherence of these features is as follows: A PLC needs (1) shared values, respect, and vision to achieve (2) collective responsibility, trust and leadership. This leads to (3) collaboration and active participation and is necessary to achieve (4) iterative learning on both group and individual level. This learning takes place when PLC participants engage in a (5) reflective dialogue about their practice problems, to improve their own professionalism and practice for the purpose of improving student learning outcomes.

Zooming in on the features, the first PLC feature, *shared values, vision and respect* refers to the degree of consensus of the professionals with regard to the mission and operational principles of the educational institution and the PLC itself (Lomos et al., 2011). Furthermore, they are the main features of the PLC because they form the basis of the whole community with all its other features. Without the presence of e.g. mutual respect between colleagues there is no (sense of) community (Bolam et al., 2005; Stoll et al., 2006).

The second PLC feature, *collective responsibility, trust and leadership* refers to the (aforementioned) distributive leadership that takes place within a PLC (Katz & Earl, 2010; Vescio et al., 2008). Furthermore, it entails the commitment that develops through peer pressure which also reduces isolation within the team (Prenger et al., 2017; Stoll et al., 2006).

The third PLC feature, *collaborative and active participation* exceeds the mere exchange of support and concerns the interdependent involvement of members in developmental activities that affect more than one person (Katz & Earl, 2010; Kruse et al.,1994; Louis et al., 1995).

The fourth PLC feature, *iterative learning on both group and individual level* refers to process related learning e.g. exchanging experiences and knowledge, and also to result related learning e.g. collectively working on projects that are relevant to all PLC members (Hord 2004; Schaap & De Bruin, 2018; Stoll et al., 2006). Moreover, both learning types are always related to the (educational) practice (Prenger et al., 2017).

The fifth PLC feature, *reflective dialogue* refers to dialogues wherein professionals reflect and interact on practice-related issues (Brown et al., 2021; Stoll et al., 2006). (For more detailed information see theory concept 2.3). Moreover, this feature is deemed crucial for the effectiveness of a PLC, as it is directly related to the learning outcome (Ismail & Al-Hendawi, 2015; Vescio et al., 2008; Schaap & De Bruin, 2018).

Although these features are inherent to a PLC, they are not all present from the start. This has primarily to do with the diversity of the PLC members, where initially, for example, members do not yet have a shared vision. (Van Klinken-Van der Made, 2019). Moreover, a PLC functions in a cyclical process, which can temporarily show less activity, restructure itself on certain features or completely cease to exist. Therefore, for each feature, a community can move back and forth along the three phases of development (Admiraal et al., 2012). In general, these three phases are: starting, developing and maturing (Prenger et al., 2017; Ismail & Al-Hendawi, 2015; Wenger et al., 2002). The *starting* phase is characterised by a limited group identity with shared procedures and a willingness to actively participate. In addition, the *developing* phase is characterised by a deliberate group identity and the development of collective activities. Furthermore, in the *maturing* phase there is a clear group identity, the community processes are balanced, shared and have a common focus (Admiraal et al., 2012). Given the cyclical process of a PLC these phases should be perceived as a continuum, wherein the PLC will progress and may also regress (Bolam et al., 2005).

In addition to these phases of development, there are three distinguished levels of PLCs: (1) PLCs are shaped within schools; (2) the entire school forms a PLC or (3) multiple schools constitute a networked PLC (Bolam et al., 2005; Prenger et al., 2017, 2020). First, *PLCs that are shaped within schools* consist of (groups of) teachers and occasionally an educational leader (Verbiest, 2003). The formation of a professional community in a school can have a positive effect on other school-related reforms, provided that this community develops among teachers who are committed to a fundamental change in educational practice (Kruse et al., 1994). Second, *when the entire school forms a PLC,* teachers, educational leader(s) and even parents are (indirectly) involved (DuFour, 2004). A challenge of this level of PLC is to sustain as it requires the inclusion and involvement of all professionals in the school (ibid). Third, *PLCs between schools* consist mostly of informal leaders e.g. teachers and formal leaders e.g. educational leaders that together form a network and thus may

improve both education within the educational organisation and across as they can share their insights (Prenger et al., 2020; Katz & Earl, 2010). Furthermore, they have a wider range of resources and expertise at their disposal than an individual school (Lieberman, 2000; Prenger et al., 2017).

Hence, the number of members of a PLC may vary. Moreover, when a PLC consists of many people, this can have a negative effect on the mutual interaction because the distinction between talkative and quiet people then increases (Remmerswaal, 2015). For PLCs that are in the beginning phase, a group size of four to seven members is most desirable (Van Klinken - Van der Made, 2019).

Furthermore, PLC members need to meet regularly (at least once a month) to share knowledge and experiences on a relevant practice-based theme in a structured way (Dooner et al., 2008). This structured way includes the duration of a PLC session and (fixed) work forms that encourage participation. The average duration of a PLC session is three hours (Bruns & Bruggink, 2016).

Learning from and with each other is encouraged within a PLC. This requires a shared understanding of the learning process and of the new knowledge to be developed. Moreover, this learning is both process-oriented and task-oriented (Van Klinken-Van der Made, 2019).
The process of working towards a concrete project that can be applied in educational practice makes the learning process more goal-oriented and therefore more meaningful (Bruns & Bruggink, 2016; Van Klinken-Van der Made, 2019). In addition, individual learning occurs, but in this process the professional is inspired and supported by the collective (Bruns & Bruggink, 2016; Kerpel, 2014).

In this study the individual process-oriented learning will be defined as the personal learning question and the collective task-oriented learning will be defined as the collective learning objective.

A PLC is led by its members and preferably supported by an external coach (Van Keulen et al., 2015). This is necessary for the PLC to function effectively (Little, 2002; Thornton & Cherrington, 2014). Moreover, the quality and quantity of external support are important in achieving change (Stoll et al., 2006). However, the members are mostly self-directed and indicate, for example, specific content areas (Mentink, 2014).

 A coach coordinates and supports the learning process and adapts this support to the different phases in the development of a PLC (Silberstang & Diamante, 2008; Avgitidou, 2009). Margalef and Pareja Roblin (2016) confirmed in line with other research (e.g. Avgitidou, 2009) that the supportive role of the coaches is not stable, but requires continues adaption to the pace and changing needs of the community and its individual members. Margalef and Pareja Roblin (2016), discovered furthermore that the coach's tasks and roles also gradually develop and are in close alignment with the PLC key features. Several researchers (Avgitidou 2009; McLaughlin & Talbert 2006; Nelson & Slavit, 2008), indicate four common coach roles: 1. coordinate group's activities, e.g. locate relevant resources, 2. support community building, e.g. nurture a climate of mutual trust and respect, 3. support teacher learning, e.g. provide feedback, challenge assumptions and beliefs, stimulate reflection, 4. promote group leadership, e.g. transfer responsibilities to group members to ensure a sustainable PLC.

Along with these roles come challenges. It turns out to be difficult for coaches to balance the

role of leader on the one hand and the equal role with other PLC participants on the other. To overcome this challenge, establishing clear standards and expectations together from the beginning is essential (Jenlink & Kinnucan-Welsch, 2001).

Finally, a coach can contribute to the reflection level and the group's ability to think critically about one's own practice and formulate sufficiently high quality responses to jointly identified challenges (Van Keulen et al., 2015).

2.3 Reflective Dialogue

In a *Reflective Dialogue* (RD), professionals are enabled to critically identify and jointly reflect on practice-related issues by using data and/or literature in addition to experience (Brown et al., 2017; De Groot et al., 2014; Meijlof, 2018). Moreover, reflective dialogues are essential for exchanging knowledge and creating substance in PLCs (De Groot et al., 2013). RD requires members to reflect and respond to each other's reasons and reflections (De Groot et al., 2014), and also reinforces a social dimension to individual critical reflection (Eraut, 2004).

However, there are three conditions necessary for such dialogues to occur between professionals: respect, trust, and emotional safety, of which respect and trust also recur as features of a PLC (Admiraal et al., 2012; Bryk et al., 1999; Prenger et al., 2017; Schaap & De Bruijn, 2018; Zhang & Sun, 2018).

Moreover, a certain level of RD is required to enable the joint reflection on practice-related issues. In their study, De Groot et al. (2014) developed a four level based framework that refers to the nature in which RD is conducted in terms of degrees of interaction and reflection. This framework ranges from level four to one. Level one can be seen as the most desirable level of RD. In subsequential order it entails: (4) restricted, (3) non-reflective, (2) on an individual base, and (1) interactive modes of reflective communication. All levels include a degree of interaction and simultaneously a degree of reflection. Together they reflect the nature of RD.

In addition, Ros and Van den Bergh (2018), conducted a longitudinal study in which they elaborated on Reflective Dialogue within PLCs which is complementary to the earlier mentioned framework due to its specific educational context. They distinguished six dialogue aspects that influence the quality of RD (and thus indirectly the RD level): 1. *Opening up to other perspectives*, e.g. asking for the opinions of colleagues, 2. *Giving feedback to each other,* e.g. offering support and requesting help, 3. *Analysing*, e.g. inquiring into the nature of a problem/issue/operation, 4. *Substantiating points of view*, e.g. identifying alternative solutions, 5. *Utilising external knowledge and information*, e.g. comparing the literature with practice and asking other academies about their experiences, 6. *Reflection*, e.g. evaluating the current method or approach.

As reflection is one of the more ambiguous RD aspects, it is important to know that within a PLC it concerns mainly reflecting on something that has already happened. Schön (2017) refers to this as reflection-on-action, which involves reviewing how the action has been carried out. Within RD, critical reflection is intended (Lauteslager, 2012). It involves becoming aware of and critically

questioning the reasons why we act, judge, think, feel, and perceive in a certain way (Mezirow, 1991). Coaches are providing guidance and support to achieve this (Prenger et al., 2017). Overall, critically reflective dialogue occurs when professionals are able to address the underlying ideology and values and assumptions about them (Brookfield, 2017).

The current study will focus on Reflective Dialogue from a general degree of reflection and interaction against the four levels from the framework of de Groot et al. (2014) and in combination with the six aspects of Ros and van den Bergh (2018), which in totality will examine both the nature and quality of Reflective Dialogue within a PLC (See Table 1). For a detailed elaboration of the exact combination per level see Appendix A.

Table 1

Reflective Dialogue in this study

Quality of RD: Aspects	*Nature of RD: Interactive reflection*
RD Aspect 1: Opening up to other perspectives	*1st Level:* Participants show appreciation for other opinion/perspective/expertise, open attitude. They ask for opinions of other participants and ask what exactly is meant. They challenge each other to think about what has been told and come up with reasons for alternative opinions and perspectives.
RD Aspect 2: Giving (and requesting) Feedback	*1st Level:* Participants indicate what they think about their own behaviour and thoughts and can indicate their future behaviour. They clearly indicate their own role/behaviour and give the impression that they want to receive feedback on this. Other participants talk about the shared experience. Comments and clarifying questions are related to the shared experience/issue.
RD Aspect 3: Analysing	*1st Level*: Participants bring in an experience/situation/issue and go deeper into it - come to analysis. Other participants participate (inter)actively in the analysis of the experience/situation/issue.
RD Aspect 4: Substantiating points of view	*1st Level:* The participant brings in information that can be jointly evaluated. He gives a substantiation for this information - takes a substantiated position. The other participants give substantiated (counter) arguments to the information provided.
RD Aspect 5: Utilising external knowledge and information	*1st Level:* The participant brings a source of knowledge into the PLC, refers to literature in the conversation. He makes this explicit and links it to the PLC situation. He engages in a

	discussion with other PLC participants about this. The knowledge source/reference to literature influences the thinking of the other PLC participants. Participants elaborate on the source, contradict it or interact with it in relation to the knowledge source/literature.
RD Aspect 6: Reflection	*1st Level:* The participant shares the current way of working in practice and wonders why things are done in this way. He invites the other PLC participants to "evaluate" this through reflection. The other PLC participants listen, ask questions and reflect.

3. Case description

In light of this study, the following three layers of information are provided as contextual background. The interdisciplinary curriculum revision and implementation of Saxion University of Applied Sciences, the underlying Saxion Honours Approach Eye-model and the two participating PLCs under research are addressed here.

3.1 Curriculum revision and implementation Saxion University of Applied Sciences

Within Saxion University of Applied Sciences, an interdisciplinary curriculum review and implementation process has been underway since September 2019 in order to respond to the complex and rapidly changing society. It is expected that the educational model will result in education that fits in with the changing labour market and could even anticipate it (Saxion Onderwijs Model, 2021).

SEM's basic principle is described as follows: "To develop inspiring and future-proof education that is distinctive and in line with the demands of tomorrow" (ibid). In addition to this general principle, there are a total of nine principles that comprise SEM. Of which, principle six: "Students should learn in Professional Learning Communities" is the most significant for the current case study (Bureau Kwaliteitszorg Saxion, 2019).

The process of obtaining a Saxion curriculum involves a few phases. Starting with an analysis, then the design and development of the curriculum and finally the implementation. These phases are part of the implementation and should be evaluated in the meantime. It is expected that this phased approach of SEM will enable every academy to engage in SEM in the coming years, depending on the phase the academy is in (ibid).

By 2024, it is expected that 90% of all study programmes will have designed their curriculum and teaching programme according to SEM. In concrete terms, this means that they work with "home groups" (Saxion Onderwijs Model, 2021). These are small groups of students from the same year who form a learning community together under the guidance of a study coach in order to work on their personal and professional development (Saxion, 2021).

To effectively facilitate and help realise this process, team leaders and educational leaders of the academies are the first point of contact for support in the design, development, implementation and

evaluation of education. However, these educational leaders must also undergo a professionalisation process themselves in order to be able support their staff and ultimately their students. Saxion has therefore chosen to set up learning communities for educational leaders as well (Saxion Onderwijs Model, 2021). Hence, this prompted the current two PLCs for educational leadership being studied.

3.2 Saxion Honours Approach Eye-model

The Saxion Honours Approach Eye-model is part of Saxion's Honours Approach which principles regarding professional community learning are in close alignment with the SOM curriculum. The Saxion Honours Approach Eye-model is the underlying model for all PLC sessions (Lammers et al., 2021). This means that this model is also inherently underlying to all Reflective Dialogues that take place within both PLCs. Figure 1 illustrates the two principles of this model.

Figure 1

Saxion Honours Approach Eye Model
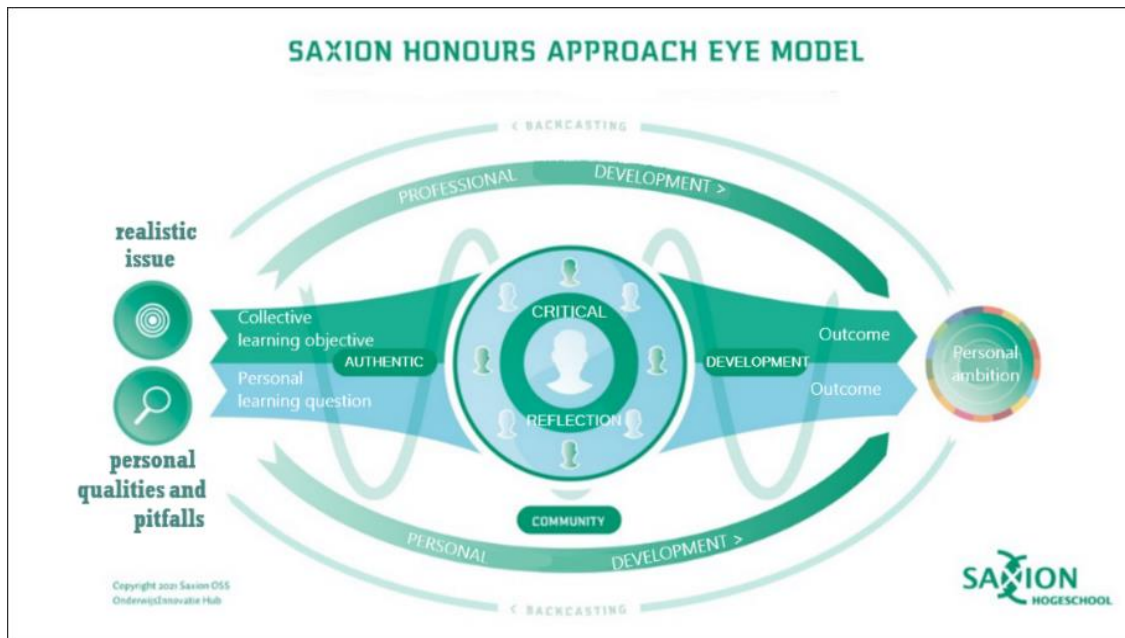
Note: Saxion Honours Approach Eye Model. Adapted from: Saxion Honours Approach Eye-model® by Lammers et al., 2021 p. 10. Copyright 2021 by Saxion.

The model shows the interrelationship here between the personal learning question on the one hand, and the collective learning objective on the other which comprises both personal as professional development. The personal learning question is here related to the process of growing in self-awareness of obstructive behaviour patterns (personal qualities and pitfalls) and practising new behaviour at both individual and group levels. The collective learning question is here related to a (realistic) issue identified by the PLC itself that has meaning for all individual participants. Working together on this issue leads to shared experiences that can be critically reflected upon. Thus, both personal question and collective learning objective do complement each other to achieve a learning result. And are both being reflected upon through critical reflection within the PLC. This process has

been visualized through the continuous sine wave. The critical reflection itself can be found in the centre of the model.

3.3 Participating PLCs

Saxion PLCs are PLCs that exist both within the school and between schools but do not comprise the entire school. It should be noted that school in this context refers to an academy. Saxion PLCs consist of a wide range of professionals and have an interdisciplinary character (Hendriksen, 2021). In this study, two participating PLCs comprising of formal and informal educational leaders are included. PLC 1 consists of eight participants ranging from managers of facility services to managers and team leaders of various academies and study programmes. This PLC is supported by two coaches (and a trainee coach).

In addition, PLC 2 consists of ten participants ranging from lecturers and advisors to team leaders and managers of the same academy. This PLC is supported by two coaches.
The majority of the PLC participants is female and the majority of the PLC coaches is male.

The purpose of each PLC is twofold. The first purpose is to come up with a collective objective that is related to the curriculum renewal (SEM) which will be applied in a collaborative project that needs to be finalized and presented by the end of the eight session. The collective project will be discussed in the PLCs but in addition to that requires the participants to meet up outside the PLC sessions as well.

The second purpose is that all individual participants, including the coaches, will need to formulate a personal learning question that illustrates behaviour that is hindering them in their personal and professional life. During the PLC sessions and as part of the collective project there will be a consistent referencing to these learning questions in order to achieve the awareness of this behaviour and the eventual behavioural change.

The aim is to let the PLC participants and their coaches meet online for six months in eight sessions of approximately four hours each. After eight sessions, the PLCs would ideally be able to consist on their own whilst one of the participants would take over the role of coach.

Both PLCs take place in an online context. The PLC sessions are organised through Microsoft Teams. The sessions are carried out both in plenary and in break-out rooms. In addition, WhatsApp is used for mutual exchange to supplement the exercises in the PLC sessions between both coaches and participants and participants themselves.

This study focused on the first three PLC sessions, which allowed formative action to be stimulated and contributing significantly to future PLCs.

4. Research questions

The main research question in the context of the Educational Leadership PLC case study is:

What are the conditions, nature and quality of Reflective Dialogue in relation to the individual learning questions and collective learning objective of educational leaders in a Professional Learning Community at Saxion University of Applied Sciences?

Sub-Questions

i.   What are the conditions, nature and quality of Reflective Dialogue within the Educational Leadership PLC?

ii.   What are the conditions, nature and quality of Reflective Dialogue in relation to the personal learning questions of educational leaders within the Educational Leadership PLC?

iii. What are the conditions, nature and quality of Reflective Dialogue in relation to the collective learning objective of the Educational Leadership PLC?

iv.   How is the Reflective Dialogue facilitated within the Educational Leadership PLC?

5. Research design and methods

Research design

This study is a multiple-case study (Yin, 2014), describing the conditions, nature and quality of the Reflective Dialogue and its relationship with the personal learning questions and the collective learning objectives of educational leaders in two PLCs, and the facilitation of RD in the context of Saxion University of Applied Sciences. Consequently, Reflective Dialogue forms the core of this case study. In order to improve theory building both PLCs were examined simultaneously (Yin, 2014). Furthermore, both coaches' and educational leaders' perspective were included.

For triangulation purposes, qualitative and quantitative data collection instruments were combined, specifically, semi-structured interviews and surveys. The data was complemented with an analysis of documents related to the Educational Leadership PLC at Saxion University of Applied Sciences. The nature of the study is descriptive, as it aims to understand, through the participants' interpretation of their context, the relationship between the nature and quality of RD and the individual

learning questions and collective learning goal of educational leaders in an Educational Leadership PLC on the one hand, and the facilitation of RD in this context on the other.

5.1 Participants

Based on convenience sampling, all PLC participants were included. The population of focus were participants of two PLCs on the topic of Educational Leadership at Saxion University of Applied Sciences. The participants were formal and informal educational leaders with different positions and the coaches that supported both PLCs. The total amount of educational leaders with various roles was 18, respectively eight in PLC 1, and ten in PLC 2. The majority of the informal educational leaders were in PLC 2. For a more detailed overview, see Table 2.

In addition, from the 18 educational leaders, two formal educational leaders were selected for online semi-structured interviews based on convenience sampling; one from each PLC.

Table 2

Academies and gender of the educational leaders of both Educational Leadership PLCs

Academy	Gender		
PLC 1	Female	Male	Total (*n*)
School of Commerce & Entrepreneurship	1	1	2
Governance, Law & Space	1	0	1
Human Resources	1	0	1
Other *	4	0	4
PLC 2			
Social Work	7	3	10

Note. * = Participants that are non-academy related managers

Coaches

In each PLC there were two coaches involved who facilitated and supported the two Saxion PLCs in pairs. Based on purposive sampling, the trainee coach of PLC 1 had to be excluded as his role was expected to be merely observational and thus didn't meet the criteria of supporting and facilitating the PLCs. The gender ratio of the interviewees were one female and three males. Respectively, two males in PLC 1 and one female and one male in PLC 2. Furthermore, the professional experience as a coach ranged between ten and twenty years and the professional experience as a PLC coach ranged between zero and twenty years.

5.2 Quality of the study

The validity of this research has been strengthened through two types of triangulation; (1) *Data source triangulation* in which multiple data sources are used or the same data is collected at different times. And (2) *Methodological triangulation* in which both qualitative and quantitative data collection methods are combined (Stake, 1995).

First, data source triangulation has been applied by including both perspectives of multiple coaches and educational leaders from various academies at four different moments. Second, methodological triangulation has been applied by including three complementary instruments. Semi-structured interviews and surveys form the two main instruments of this study as they were used to collect the data. They were complemented by an analysis of Educational Leadership documentation and related documentation about Saxion PLCs to help avoid bias.

Before the collection of the data, the BMS Ethical Committee of the University of Twente approved the ethical application for the study (see Appendix B).

The reliability of this study has been strengthened by taken into account intrarater reliability issues by means of recoding the first interview at the end of the data collection in order to compare and contrast possible differences between them, and thus the rater's self-consistency in the scoring of subjects. In addition, some of the proposed steps by Kawulich (2004), were applied in order to secure the data quality: (1) repeating coding multiple times using inductive and deductive reasoning, (2) creating summaries of the data, and (3) eliminating subjective assumptions by discussing with others.

Furthermore, during the data collection, interview guidelines were applied to all four different interviews. These guidelines were consistently applied to each interview, avoiding guiding questions and encouraging openness from the interviewee through a guarantee of anonymity (Cohen et al., 2007).

5.3 Instruments

5.3.1 Surveys

An online survey was included as an instrument in this study in order to involve as many educational leaders and coaches as possible within both PLCs. This is in line with Cohen et al. (2007), who refer to this instrument as one of the most convenient tools to obtain information from groups.

The purpose of this instrument in this study, was to identify the conditions, the nature and the quality of RD in general and specifically in relation to both the personal learning question and the collective learning objective within both PLCs from both perspectives.

The included questions used for all four surveys were based on the Reflective Dialogue quality aspects of Ros and Van den Bergh, (2018), the complementing level of interaction and reflection within RD of De Groot et al. (2014), and the underlying Critically Reflective Working Behaviour scales of Van Woerkom (2006). In particular, Reflecting (RD 6), Critical vision sharing (RD 4), Asking for feedback (RD 2) and Challenging group-think (RD 1). All survey questions can be found in Appendix C, D, E and F.

The surveys for the educational leaders contained 16 and 21 questions successively in total. The first survey consisted of open questions (5 items), specifically 3 demographic questions and 2 personal-related questions and 5-point Likert Scale questions (9 items), and finally questions with multiple answers (2 items). The second survey consisted of open questions (6 items), specifically 3 demographic questions and 3 personal related questions and 5-point Likert Scale questions (15 items).

The surveys for the coaches contained 8 and 12 questions respectively. The first survey consisted of 5-point Likert Scale questions (5 items) and questions with multiple answers (3 items). The second survey consisted of open question(s) (1 item) and 5-point Likert Scale questions (11 items).

5.3.2 Interviews

Interview guidelines were applied as an instrument to conduct a total of eleven semi-structured interviews with both coaches and educational leaders. The interview guidelines for both coaches and educational leaders consisted of four main questions and of six main questions respectively. All the main questions were supplemented with several sub-questions. In addition, there were two and one general questions respectively in the interviews of the coaches and one and two general questions respectively in the interviews of the educational leaders. The interview items focused on the following themes that correspond to the research sub questions of this study:

- Interviewees data; Coaching and PLC experience
- Professional Learning Community; motivation, intended learning outcome
- Reflective Dialogue; Perceived RD levels, RD aspects in general and in relation to the activities, personal learning question(s) and collective learning objective
- Personal learning questions; Development of the learning questions, the manner in which it is addressed in the PLC sessions in relation to the RD
- Collective learning objective; Development of the learning collective, the manner in which it is addressed in the PLC sessions in relation to the RD

The questions used for all eleven interviews were based on the Reflective Dialogue quality aspects of Ros and Van den Bergh, (2018), the related level of interaction and reflection of De Groot et al. (2014), and the underlying Critically Reflective Working Behaviour scales of Van Woerkom (2006). In particular, Reflecting (RD 6), Critical vision sharing (RD 4), Asking for feedback (RD 2) and Challenging group-think (RD 1).

5.3.3 Document analysis

Document analysis is a form of qualitative research that involves analysing and interpreting documents that contribute to the evidence base of the study (Frey, 2018). The purpose of this instrument in this study was to compare the findings with those of the other two instruments regarding the conditions, nature, quality and facilitation of RD to identify similarities and discrepancies.

The documents analysed included both internal documents specifically related to the Professional Learning Community Educational Leadership and more general documents about the role of the coach and best practices of activities created by Saxion Innovation Hub that are publicly available on the Saxion webpage. Table 3 provides an overview of the grey materials analysed. A more detailed table, including weblinks (if available) is included in Appendix G. The document analysis was conducted by means of Scott's (1990) four quality control criteria: *authenticity, credibility, representativeness, and meaning* to interpret documentary evidence.

With regard to the first three criteria, for each document nine evaluative questions of Bryman (2012) were applied for analysis. In addition, with regard to the authenticity, the presence of five specific circumstances of Ahmed (2010) was examined. See Appendix J for a more detailed overview of both questions and circumstances. With regard to the fourth quality control criterion, *meaning*, several perspective comparisons were made. Both between the interviews of educational leaders and coaches and the analysed documents and between the analysed documents themselves. This was done descriptively and through deductive coding. Six codes were included and compared with the coded interviews.

Table 3

List of documents analysed

Documents selected	Abbreviation	Data analysed
A personal learning question	APL	Information about the conditions of personal learning question
201015 Structure of the learning community Educational leadership	S.CEL	Information about the PLC Educational Leadership
201017 Profile tutor learning community educational leadership	PT.CEL	Information about the conditions of the coach (tutor) of the PLC Educational Leadership
210107 Description PLG Educational Leadership version Nov. 2020	D.EL	Information about the PLC Educational Leadership
210107 Description PLG Educational Leadership version Jan. 2021	D.EL 2	Information about the PLC Educational Leadership
Best practices student coach v 1.0	BPC	Information about the activities and role of a coach in a PLC
Guide for supervisor of community education Saxion OSS v1.0	GSCE	Information for a coach of a PLC
Activities manual for supervisor community development Saxion OSS v1.0.	ASCD	Information about activities and the role of a coach in a PLC
200406 Eye model 1.5	EYE 1	Information about the underlying Saxion Honours Approach Eye-model
Saxion Honours Approach Eye model v1.0	EYE 2	Information about the underlying Saxion Honours Approach Eye-model

5.4 Procedure

All instruments of this study have been applied during the following time frame (See Figure 2)

Figure 2

Time frame instruments
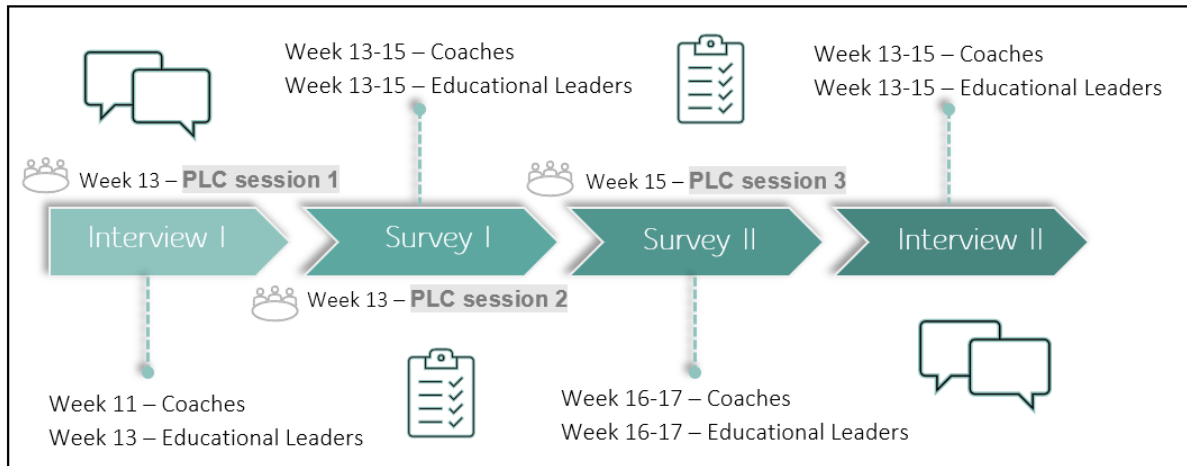
5.4.1 Survey procedure

An online survey using Qualtrics was distributed after PLC session 2 and PLC session 3 to all PLC participants with the assistance of the external supervisor at Saxion. (See Appendix, C, D, E and F). First, the participants were informed about the survey by the coaches in the PLC sessions. Then, via e-mail, the coaches and educational leaders were invited to participate. The survey-link was shared via the Saxion personal e-mail accounts and due to the fact that the two surveys were conducted in a relatively short succession, one reminder was send after each survey. Given the prevailing conditions of Covid-19, this was considered the best possible approach to promote a relatively high response rate.

The surveys were available to fill in between the 1st and 12th of April and between 14th and 28th of April.

5.4.2 Interview procedure

Semi-structured interviews (11 in total) were conducted with both coaches and educational leaders that were involved in the two Educational Leadership PLCs. The first interviews with the coaches were conducted prior to the PLC trajectory. The second interviews with the coaches were conducted after the third PLC session. Subsequently, the first interviews with the educational leaders were conducted after the second PLC session. The second interview with the educational leader was conducted after the third PLC session.

The complete interview guidelines can be found in Appendix H, I, J and K.

The interviews were intended to be conducted in two rounds. The interviews with the coaches were conducted before the PLC sessions and after the three PLC sessions. And the interviews with the educational leaders were conducted after PLC session 2 and after PLC session 3. However, it was not possible to conduct twice an interview with both educational leaders. The first round lasted between 31 - 41 minutes and the second round included only one educational leader and lasted 48 minutes.

Interview times varied due to the open-ended nature of the questions. Furthermore, all the coaches were approached, and two rounds of online semi-structured interviews were conducted with all four of them. The first round lasted between 31 - 41 minutes and the second round lasted between 46 and 69 minutes. Interview times varied due to the open-ended nature of the questions. Finally, all interviews were transcribed, coded and summarized.

5.4.3 Document analysis procedure

All included grey materials (see Table 3) were successively subjected to Scott's (1990) four criteria of document analysis. This was done by first analysing the documents on the basis of Bryman's (2020) nine evaluative questions. (See Appendix L) Next, the five circumstances of Ahmed (2010) were analysed. (See Appendix L) Finally, the documents were analysed for their meaning. This analysis was first done descriptively and then through deductive coding using Atlas.ti. The results were then compared with each other to identify differences and similarities between the documents analysed and also between the interviews and the documents analysed.

5.5 Data analysis

Qualitative data from the semi-structured interviews were first transcribed with Amberscript, a speech recognition transcription software. In addition, these transcriptions were checked for possible errors and to get familiar with the context and interpretation of the participants. They were then coded multiple times in ATLAS.ti 9, a Computer-assisted qualitative data analysis software (QAQDAS) to analyse qualitative research. During the analysis, Boeije's (2005) approach of open (focus on concepts), axial (focus on connections) and selective coding (focus on relevance) was applied while using a hybrid coding scheme including both deductive and inductive reasoning. The deductive coding was mainly based on the RD quality aspects and the general degree of interaction and reflection, in addition to the general sub-question elements such as the personal learning question, the collective learning goal, facilitation and conditions. The inductive coding was primarily based on the related content of these sub-question elements. For more information see Appendix M, which includes the complete codebook.

Furthermore, during the data analysis the researcher reflexivity was taken into account by applying Emerson et al.'s (2011) and Saldaña's (2013) questions during the coding of the interviews. Researcher reflexivity refers to being aware of the assumptions and bias one automatically brings into the analysis process and the subtle influence between the researcher and the interviewee during the interview itself (Yin, 2014).

Surveys

An online survey was distributed to all 18 educational leaders. (See Table 1 for more information.) Responses were received after session 2 from in total seven participants. Respectively, five from PLC 1 and two from PLC 2. And in total three participants after session three. Respectively, two from PLC 1 and one from PLC 2. Five responses had to be excluded from follow-up analysis, as they did not contain any data. Thus, ten responses were used in total.

Furthermore, an online survey was distributed to all coaches. Responses were received from all coaches after session two and three. However, due to a system error in Qualtrics, this second survey had to be submitted again via Microsoft Word. Thus, eight responses were used in total.

Of all four surveys, a total of nine survey questions (eight questions with a 5-point Likert scale and one question with an open-ended approach) had to be excluded from further analysis. Seven questions were not related to this study as the data collection was part of a larger study on Educational Leadership PLCs at Saxion. Furthermore, two questions had to be excluded due to a system error in Qualtrics.

Interviews

Due to the prevalent COVID-19 situation, all semi-structured interviews needed to be conducted online. The vast majority of the interviews were conducted via the online platform Microsoft Teams and two interviews were conducted via Zoom. In order to minimise the absence of social elements such as non-verbal communications, almost all interviews were conducted with both camera and microphone. For practical reasons, this was not possible in the second interview with one of the coaches. The interviews ranged from 31 to 69 minutes.

All interviews were recorded only after the interviewees had given their verbal informed consent. Before the interviews were conducted, all participants were informed about the purpose of the interview, the procedure, voluntary participation and the guarantee of anonymity.

Document analysis

With regard to credibility, representativeness, Bryman's (2012) nine questions were applied per document. However, no obstacles were found in the documents with regard to these criteria .With regard to authenticity, Ahmed (2010) mentions five circumstances that make careful examination of a document necessary. Two of them appeared to be applicable to this study. In particular, the circumstances in which different versions of a document exist and in which the document has been in the hands of a person or persons who have a vested interest in a particular reading of the text. Two of the documents analysed in this study had two different versions. They were drafted and reviewed in the time-span of this study. In addition, five documents partly relate to authors with a somewhat vested interest, as they are not only employees of Saxion University of Applied Sciences, but also independent commercial coaches who support commercial PLCs as well.

In this study, the analysis of the professional learning community, its activities and the role of the coach documentation helped to expand and deepen the findings of the two instruments mentioned earlier.

6. Results

A total of four coaches and eighteen educational leaders were approached, with an overall response rate of 63.6% (14/22). The response rate of coaches in both PLCs was 100.0% (4/4). The response rate of educational leaders was in survey I, PLC 1: 62.5% (5/8) and PLC 2: 20.0% (2/10) and subsequently in survey II, PLC 1: 25.0% (2/8), and PLC 2: 10.0 % (1/10), respectively.

6.1 The conditions, nature and quality of Reflective Dialogue

Conditions

The RD condition that emerged most strongly in this study was emotional safety. This was the only condition that was explicitly mentioned by both coaches and educational leaders of both PLCs in the interviews.

Coach: *"Everyone was able to say what they wanted. There were emotions, and that is a sign that one feels safe, for example there were tears."*

Educational leader: *" I have noticed that I find it quite scary to share but I know that we are in a safe community here, so let's have it."*

In addition, the combined surveys indicated that the overall perception of emotional safety was present with a mean $m = 4.29$ (*sd=.74)*. This means that on average, the participants in both PLCs felt comfortable coming up with their own input during the three PLC sessions, but also responding to (other) educational leaders and (other) coaches. However, there was a slight discrepancy between the coaches and the educational leaders perceived degree of safety. The coaches rated the degree of safety slightly more positively with a mean $m = 4.81$ (*sd=.41)* than the educational leaders with a mean of $m = 3.93$ (*sd=.70)*.

Trust as a condition for RD emerged mainly from the coaches' perspective in the interviews. Specifically, trust between the coach and the PLC participants as a condition for RD was described by a PLC 2 coach as follows: *"When the coach is asked critical questions and the coach's perspective and (personal) experiences are sought, a form of trust is established"*.

With regard to trust between the PLC participants in the dialogues the following was mentioned by a coach: *"Trust between PLC participants was apparent in that people were able and not afraid to speak out about very personal matters, which were not only related to work, but also to their personal lives."*

Respect as a condition for RD also emerged mainly from the coaches' perspective in the interviews and was described by a PLC 1 coach as follows:

> *"Respect is very important. You can see this in the manner in which people talk to each other. They don't attack each other; they don't dismiss each other. The participants express what they feel, without real interruptions, and when there are any, they are not pontificating, but more questioning."*

Moreover, this corresponds with document EYE 1, which showed that within Saxion it is considered important that *"the team members get to know each other well and gain understanding and respect for each other"*

Interestingly, interviews with coaches in addition to documents from the document analysis pointed to another RD condition, namely agreements and rules. Specifically, in document BPS, it is described as: "Make clear agreements about teamwork, behaviour and attendance". Furthermore, in document GSCE, it is similarly described as: "Introduce ground rules. Make clear agreements about

teamwork, behaviour and attendance". However, this condition was not supported and even contradicted by the interviews with educational leaders. To illustrate the discrepancy, both perspectives are included:

> **Coach:** *" The sense of security is created by agreements and rules, they are part of the RD conditions. If people do not comply with them, this is discussed together. The rules and agreements (must) be supported by the entire group".*
>
> **Educational leader:** *" I see rules and agreements as a hindrance. We prefer to talk about intentions towards each other in order to reach a common set of values".*

In short, all three required RD conditions emotional safety, trust and respect seem to be present during the three PLC sessions in both PLCs. However, only the first condition was supported by both perspectives.

Nature of Reflective Dialogue

Surveys

The question regarding RD Nature in the first survey was dichotomous and in the second survey a Likert scale; no adequate comparison between the two surveys could be drawn. One coach of PLC 1 answered alle statements regarding educational leaders with the maximum score.

Survey I shows that the degree of interaction and reflection in both PLC 1 and PLC 2 between educational leaders was scored quite differently among the respondents. The coaches in both PLCs indicated this unanimously as: 'participants reflect on their own experiences and those of other PLC participants' Whilst the educational leaders of both PLCs varied between 'participants share personal/practical experiences' and 'participants reflect on their own experiences and those of other PLC participants'. In contrast, the PLC 1 and 2 coaches' degree of interaction and reflection was unanimously indicated as: 'Coaches do ask and probe questions, participants do elaborate on these questions' by both coaches and educational leaders.

Survey II shows that the coaches of PLC 1 and 2 tend to be more positive about the degree of reflection and interaction than the educational leaders. This applies to their own degree of interaction and reflection as well as that of the educational leaders.

Overall, the coaches of PLC 1 were more positive about the degree of interaction and reflection between the educational leaders and themselves, compared to the coaches of PLC 2.

The educational leaders of PLC 1 scored considerably higher on both the perceived degree of interaction and reflection between the coaches and educational leaders, as well as between the educational leaders themselves, compared to the response of the educational leader of PLC 2.

Table 4 and table 5 illustrate the perceived degree of interaction (and reflection) of survey II in PLC 1 and PLC 2.

it should be noted that this perceived level of reflection and interaction is based on a very low response rate from the educational leaders (respectively, Survey I, 41.2% and Survey II, 17.6%).

Table 4

The Nature of Reflective Dialogue – Degree of Interaction and degree of Reflection in PLC 1

	Coaches *(n=2)*				**Educational Leaders** *(n=2)*			
Survey 2	*Min*	*Max*	*Mean*	*SD*	*Min*	*Max*	*Mean*	*SD*
Participants share few personal/ practical experiences	1.00	5.00	3.00	2.83	2.00	2.00	2.00	.00
Participants share personal/ practical experiences	5.00	5.00	5.00	.00	4.00	5.00	4.50	.71
Participants reflect on their own personal experiences	5.00	5.00	5.00	.00	4.00	5.00	4.50	.71
Participants reflect on their own experiences and those of other PLC participants	5.00	5.00	5.00	.00	4.00	5.00	4.50	.71
Coaches do not ask participants to share personal/ practical experiences	1.00	1.00	1.00	.00	1.00	2.00	1.50	.71
Coaches do not probe if participants share personal/ practical experiences	1.00	1.00	1.00	.00	1.00	2.00	1.50	.71
Coaches do ask and probe questions, participants do not elaborate on these questions	1.00	1.00	1.00	.00	2.00	2.00	2.00	.00
Coaches do ask and probe questions, participants do elaborate on these questions	5.00	5.00	5.00	.00	4.00	5.00	4.50	.71

Table 5

The Nature of Reflective Dialogue – Degree of Interaction and degree of Reflection in PLC 2

Survey 2	Coaches *(n=2)*				Educational Leaders *(n=1)*			
	Min	*Max*	*Mean*	*SD*	*Min*	*Max*	*Mean*	*SD*
Participants share few personal/ practical experiences	1.00	2.00	1.50	.71	3.00	3.00	3.00	.00
Participants share personal/ practical experiences	4.00	5.00	4.50	.71	3.00	3.00	3.00	.00
Participants reflect on their own personal experiences	4.00	4.00	4.00	.00	1.00	1.00	1.00	.00
Participants reflect on their own experiences and those of other PLC participants	4.00	4.00	4.00	.00	1.00	1.00	1.00	.00
Coaches do not ask participants to share personal/ practical experiences	1.00	2.00	1.50	.71	1.00	1.00	1.00	.00
Coaches do not probe if participants share personal/ practical experiences	1.00	2.00	1.50	.71	1.00	1.00	1.00	.00
Coaches do ask and probe questions, participants do not elaborate on these questions	1.00	2.00	1.50	.71	1.00	1.00	1.00	.00
Coaches do ask and probe questions, participants do elaborate on these questions	5.00	5.00	5.00	.00	1.00	1.00	1.00	.00

In short, it can be concluded that the coaches were more positive about the perceived degree of interaction and reflection in RD than the educational leaders. Moreover, the degree of perceived interaction and reflection was slightly lower in PLC 2 than in PLC 1, considering all three PLC sessions.

Interviews

The interviews indicated that the conversations within both PLCs were generally experienced as interactive and reflective, which corresponds to the desired first level of de Groot et al. (2014) i.e.,

interactive reflection. It appears that reflection comes both from the educational leaders themselves as well as being part of the reflective format chosen by the coaches. After (approximately) each activity during the PLC sessions, the 'three W's' were applied. In consecutive order: What? So What? Now What? The participants reflected (with the support of the coaches) on what has happened, what they have experienced and what they will incorporate into the future.

Zooming in on both forms of reflection, the following illustrative example was described about the intrinsic reflection of the educational leaders*:*

> *"When someone shared something, the response was often: I recognise that. Or I can understand that because I have experienced something similar. So, at one point, I shared a sort of summary of what I had heard from the various educational leaders. And I said: what strikes me is that we actually share many of the same things with each other."*

In addition, a PLC 1 educational leader described the more scripted reflection as follows: *"Sometimes it feels a bit artificial. But I think it is good that it happens. I believe we have to internalise that a bit more."* In principle, because the format is so embedded in the sessions, an interactive way of reflecting is always possible. Furthermore, it appeared that the coaches actively encouraged interaction and reflection within the conversations:

> *" Reflection can be done individually, but it is more effective if you reflect with others. That is also the format we choose. Otherwise, we could have done individual coaching. But now we are learning these skills together in a group."*

The scripted reflection is also evident from document D.EL, where interactive reflection is fully integrated in the structure of each PLC session.

Regarding the degree of interaction within the dialogues, a PLC 1 educational leader stated the following: *"As leaders, we all have a sense of taking responsibility for making sure the conversation progresses successfully, so that did happen."*

A slight nuance in this regard came from one of the PLC 2 coaches, who stated that the degree of interaction differs per educational leader. Consequently, the coach believes that educational leaders need active encouragement and support in order to achieve this degree of interaction.

This vision on the interactive manner of reflection is also illustrated in document D.EL 2: "During the 6-month learning trajectory (PLC), you reflect together with other participants under the supervision of a coach".

In short, the nature of RD generally seems to correspond with level 1 interactive reflection of de Groot et al. 2014. It should be noted, however, that mostly only a general impression of the degree of interaction and reflection could be given due to the low response rate and the amount of questioned items in the surveys. Furthermore, the interviews revealed that the degree of reflection is both initiated by the educational leaders themselves (intrinsic reflection) and actively supported by the coaches (more scripted reflection). This also applies to the degree of interaction.

Quality of Reflective Dialogue

Surveys

The quality of the Reflective Dialogue was examined on the basis of which (elements of) RD aspects the educational leaders conducted the conversations, as well as the coaches conducted and supported the conversations. Analysing, e.g., inquiring into the nature of a problem/issue/operation was not included. This aspect could be more accurately analysed in the interviews. The conducted RD aspects by both the PLC 1 and 2 coaches and educational leaders comprising all three PLC sessions are shown in table 6 and table 7. The analysis was performed with the combined results of survey I and survey II.

In general, the results of both PLCs show a higher mean of RD aspects conducted by the coaches compared to the educational leaders. Furthermore, as shown in table 6 and 7, there is a clear discrepancy between PLC 1 and PLC 2 regarding the RD aspects. In PLC 1 all RD aspects received higher Likert-scale scores, compared to PLC 2. Moreover, the coaches of PLC 1 and PLC 2 perceived a considerably difference in their own use of being open to other perspectives (aspect 1), varying between 'disagree' and 'totally agree' on a 5-point Likert scale. In educational leaders the RD aspect asking feedback from (other) educational leaders was in PLC 1 notably different than PLC 2.

The results in table 6 regarding the RD aspects of PLC 1 show that the least perceived conducted RD aspect was being open to other perspectives (aspect 1) by the coaches, with a mean of *m=3.80 (sd=.52)*. In educational leaders the least perceived conducted aspect was dare to talk about mistakes encountered in their own practice (aspect 6) with a mean of *m=3.57 (sd=.85)*.

The results in table 7 regarding the RD aspects of PLC 2 show a clear discrepancy between the coaches and educational leaders. Interestingly, substantiating points of view (aspect 4) is the lowest perceived conducted RD aspect by the coaches, with a mean of *m=4.38 (sd=.75)* and one of the highest perceived conducted RD aspects by the educational leaders, with a mean of *m=3.50 (sd=1.38)*.

Table 6

Comparison RD aspects conducted by Coaches and Educational Leaders PLC 1 (n=11*)

RD aspects (elements of)	Conducted by Coaches				Conducted by Educational leaders			
Survey 1 and 2	*Min*	*Max*	*Mean*	*SD*	*Min*	*Max*	*Mean*	*SD*
RD 1) Being open to other perspectives	4.00	5.00	3.80	.52	3.00	4.00	3.71	.47
RD 6) Reflecting during conversations	4.00	5.00	4.38	.52	3.00	5.00	4.00	.68

	Min	Max	Mean	SD	Min	Max	Mean	SD
RD 4) Daring to question others critically and/or daring to ask questions of others	3.00	5.00	4.13	.64	3.00	5.00	4.07	.47
RD 4) Substantiating points of view.	4.00	5.00	4.38	.52	3.00	5.00	3.86	.53
RD 6) Dare to talk about pitfalls encountered in their own practice	4.00	5.00	4.25	.46	2.00	5.00	3.64	.84
RD 6) Dare to talk about mistakes encountered in their own practice	4.00	5.00	4.38	.52	2.00	5.00	3.57	.85
RD 2) Giving feedback to (other) educational leaders	4.00	5.00	4.50	.53	3.00	5.00	3.79	.58
RD 2) Asking feedback from (other) educational leaders	3.00	5.00	4.13	.83	2.00	5.00	3.71	.73

Note. * Survey 1: 2 coaches, 5 educational leaders; Survey 2: 2 coaches, 2 educational leaders.

Table 7

Comparison RD aspects conducted by Coaches and Educational Leaders PLC 2 (n=7[*])

RD aspects (elements of)	Conducted by Coaches				Conducted by Educational leaders			
Survey 1 and 2	*Min*	*Max*	*Mean*	*SD*	*Min*	*Max*	*Mean*	*SD*
RD 1) Being open to other perspectives	2.00	5.00	4.38	1.06	3.00	4.00	3.00	.63
RD 6) Reflecting during conversations	3.00	5.00	4.50	.76	2.00	4.00	3.00	.89
RD 4) Daring to question others critically and/or daring to ask questions of others	4.00	5.00	4.63	.52	2.00	5.00	3.50	.47
RD 4) Substantiating points of view.	3.00	5.00	4.38	.75	1.00	4.00	3.50	1.38
RD 6) Dare to talk about pitfalls encountered in their own practice	4.00	5.00	4.63	.52	1.00	4.00	2.83	.98

RD 6) Dare to talk about mistakes encountered in their own practice	4.00	5.00	4.63	.52	1.00	3.00	2.17	.75
RD 2) Giving feedback to (other) educational leaders	3.00	5.00	4.63	.74	2.00	4.00	3.33	.82
RD 2) Asking feedback from (other) educational leaders	3.00	5.00	4.50	.93	1.00	3.00	2.00	.89

Note. * Survey 1: 2 coaches, 2 educational leaders; Survey 2: 2 coaches, 1 educational leader.

In short, there seems to be a difference of the perceived conducted RD aspects between PLC 1 and PLC 2. In addition, there seems to be a difference in the perceived conducted aspects between the educational leaders and coaches. In general, the coaches seem to be more positive of both themselves and the educational leaders than the educational leaders in the PLC sessions. Overall, opening up to other perspectives (aspect 1), receiving and requesting feedback (aspect 2), substantiating points of view (aspect 4) and reflection (aspect 6) were present in the three PLC sessions in both PLCs.

Interviews

The interviews revealed a slightly more nuanced impression than the surveys indicated. Nearly all RD aspects emerged during the past three PLC sessions according to the educational leaders of both PLCs.

RD aspect 1 Opening up to other perspectives.

RD aspect 1, being open to others, was for example described by a PLC 2 educational leader as follows: *"There were moments in which there were exchanges about how some people looked at it and what others thought of it [...] In the end, we came to a compromise about how we would handle these issues."*

The coaches described this aspect differently. In PLC 1, the coaches experienced that the educational leaders were open to each other's perspectives, as the conversation did not stop, and appreciation was expressed for each others' input. Whereas in PLC 2 this aspect is described as something where exploring perspectives happens all the time but being open to each other's perspectives is still in development. Moreover, they indicated that the educational leaders were less open to the coaches' perspectives.

RD aspect 2 Feedback

Giving feedback was both initiated by the educational leaders and actively supported by the coaches. The coaches indicated that asking for feedback was almost non-existent, as feedback was given spontaneously throughout the conversations. However, a PLC 2 educational leader mentioned a very concrete example of asking for feedback:

"I asked for feedback because I give these interviews. I said at the beginning: I would like to talk about this matter. Then I asked them for feedback: How do we want

to carefully handle what we are talking about here?"

The degree of feedback seems to vary between educational leaders. A PLC 2 educational leader indicated that previous contact makes a difference to the extent to which one can give feedback and to the quality of the feedback itself: *"Most people do know each other, but to a greater or lesser extent. You see that people who have previously worked with each other or are collaborating more often can also provide better feedback to each other."*

In general. giving and receiving feedback also proved to be challenging. Coaches indicated that sometimes they even had to reduce the amount of feedback during the interviews. Educational leaders said they found it scary and challenging to receive feedback.

RD aspect 3 Analysing – experimentation

This aspect occurred to a lesser extent in both PLCs, there was no mention of experimentation, yet questions were asked about the nature of a problem, issue or working method by both coaches and the other educational leaders. The elements of the RD aspect of analysing that came up in the interviews seem to be closely related to the RD aspect of reflecting, as they are often mentioned in conjunction by both coaches and educational leaders. A particular example of analysis occurred when someone felt personally addressed by a remark made by the educational leader in general about a published article on the vision of the academy:

> *"So, on the one hand, we looked at what made the other person feel so personally affected and we raised questions about that as well. Why does someone feel so personally addressed? Although I meant it in general terms. And on the other hand, we considered my own remark, why I disapproved of the article. I think that's where we went into the analysis to discover that we both have similar issues regarding the vision of the academy."*

The coaches seem to differ on the RD aspect analysing. Within PLC 2, one coach indicated that analysing was not yet taking place due to the initial phase the PLC was in. However, the other coach gave a specific example of analysing, identical to the previously mentioned example given by the educational leader.

RD aspect 4 Substantiating points of view

The substantiating of points of view occurred in both PLCs according to the coaches and educational leaders: *"There is a clear reasoning, be it from daily practice, be it from experience. It also has to do with the calibre of the educational leaders."* Substantiating points of view occasionally failed to occur according to both coaches and educational leaders: *"Well, what I did was just drop something into our conversation. And that triggered all sorts of things, so then I had to substantiate it."*

In addition, the coaches indicated that substantiating points of view could sometimes get in the way of being open to other perspectives (aspect 1): *"People substantiate their points of view from various work experiences and perspectives. As a result, viewpoints harden."*

RD aspect 5 Utilising external knowledge and information

   Literature was hardly used during the PLC sessions. The coaches did provide literature, but educational leaders were not very receptive to this. The educational leaders did not bring in any literature themselves during the conversations. In PLC 2 they did bring in some of their own material, but hardly discussed it. In general, experiences have been the most significant input for the discussions in both PLCs.

RD aspect 6 Reflection

   This aspect appeared to be the most prominent in the PLC sessions. Coaches described it as follows: *" The main focus is on reflection on one's own actions".* This type of reflection is also described in document EYE 2 as "Critical reflection: genuine reflection on one's own actions in authentic situations and in collective cooperation".

   The reflections itself differ because coaches and educational leaders have a different role within the PLC conversations. However, the common factor is that they both reflect on why things are handled in a certain manner. Moreover, after each activity the educational leaders summarised their reflections in a short-cyclical format using the 3 W's: What? - So What? - Now What? which include asking why one acts in a certain manner and evaluating a certain method/approach, and its related behaviour. However, these written reflections have not yet been shared much in the conversations. In PLC 2 both the educational leader and the coaches indicated that there was no time for this due to the many discussions that took place.

   Nevertheless, a few comments regarding the RD aspects described above should be considered. As only the educational leader from PLC 2 could be interviewed after PLC session 3, this perspective alone can be considered for all three sessions. Since the coaches, according to the educational leader, had a role in the background, there is less insight into the conducted RD aspects by coaches. The only thing that emerged concretely was asking and probing questions that can be considered an element of RD aspects: Opening up to other perspectives (aspect 1), giving feedback (aspect 2), substantiating points of view (aspect 4), and reflection (aspect 6).

   In conclusion, with regard to the quality of RD, almost all aspects seem to have been present in the conversations in the three PLC sessions in both PLCs. Analysing (aspect 3) and utilising external knowledge and information (aspect 5) were the least present. Only a few elements of analysing emerged clearly in the conversations and were mentioned by both educational leaders and coaches in the interviews. Conversely, utilising external knowledge and information was not used at all in the conversations held, despite several attempts to introduce literature by the coaches. Nor was any use made of outside expertise. Furthermore, not all RD aspects simultaneously seemed to contribute to the quality of the Reflective Dialogue. For example, it was indicated that substantiating points of view (aspect 4) sometimes hindered opening up to other perspectives (aspect 1).

 Moreover, not all RD aspects were easily to conduct. In particular feedback (aspect 2) was mentioned.

Educational leaders found it challenging to receive feedback and coaches found it challenging to find a balance in giving (or allowing) feedback. In addition, there were perceived differences in the degree to which the aspects were conducted in the conversations between PLC 1 and PLC 2 and between both coaches and educational leaders. This indicates that the quality of RD also appears to have been somewhat different within the two PLCs. However, based on the current research design it was not possible to make any firm statements about these differences.

6.2 The conditions, nature and quality of Reflective Dialogue in relation to the learning questions

To provide the most exhaustive answer possible to this sub-question, it is important that a clear picture is obtained of the personal learning question first. The following paragraphs present therefore the results regarding the conditions and the content of the personal learning questions of the educational leaders. This is followed by the results regarding the relationship between the personal learning question and the nature and quality of the Reflective Dialogue.

Conditions

Documents APL, S.CEL, DEL, D.EL 2, EYE 1, and EYE 2 were analysed in order to identify the conditions of a personal learning question. Document APL was the most informative, providing a concrete overview of the conditions. Table 8 below shows the nine conditions that were derived.

Table 8

The nine conditions of a personal learning question

Conditions
1. Comes from quietly listening to your heart and not from some concept.
2. Is about YES. So delete the word NOT from the formulation.
3. Is singular and therefore not a cause and effect formulation.
4. Is devoid of any form of judgement, self-reproach or normativity.
5. Preferably does not have the character of a HOW or WHY question.   (Both of these are actually aimed at control.)
6. May begin with: I want to learn...And then end with a question mark.
7. A good learning question is a mix of attraction; there is something missing in your   life/work that you want to learn.
8. A good learning question is a mix of fear; something is actually going to change, you   will come out of it different than you went in.
9. The answer is always unexpected and cannot be predetermined; be open to unexpected   learning outcomes.

In addition, two other conditions emerge (more explicitly) in the other documents analysed. First, the personal learning question must be determined by the educational leader. A specific example from document EYE 1 is: *"Each team member/participant determines his/her individual learning*

question." Second, the personal learning question must have a personal character. For example, document S.CEL, illustrates this as follows: *"The learning questions are personal because every educational leader has his or her own qualities, challenges and development needs".* Yet, this personal character condition could be implicitly traced back to points 1, 6 and 7 (see Table 9) of document APL.

However, there is a clear contrast between document APL and documents S.CEL, D.EL, D.EL 2. In the latter mentioned documents it is described that the learning questions are linked to Leithwood 's leadership practices and to the development of one's professional role as an educational leader within a sustainable change. This seems to contradict point 1 of document APL (see Table 9) where the personal learning question 'cannot come from some concept'.

In addition to the conditions in the documents analysed, the personal learning question conditions were also mentioned by the coaches during the interviews. A comparison between the conditions in Table 8 and the individual coaches yielded the following result. The coaches were not unanimous about the conditions of a personal learning question in relation to the conditions from the APL document in Table 8. Three of the four coaches mentioned points 1 and 4. Besides, two of the four coaches mentioned points 7 and 8 as conditions. Based on the majority of coaches, (taking into account that the coach who shared the document did not mention all the points in the interview for that reason), the majority agreed that points 1 and 4 are conditions of a personal learning question. Specifically, point 1 was mentioned by one of the PLC 1 coaches as follows: *" It really has to be about you. It's not something instrumental, but it has to relate to something deep inside."* In addition, point 4 was specifically mentioned by one of the PLC 2 coaches as follows: *"That it contains no judgement. In other words, no mentioning of: more or less or better or best."*

Last, divergent from the conditions in Table 9, three of the four coaches indicated that a personal learning question should be unambiguous, corresponding to document EYE 1 and EYE 2: "The learning question is positively formulated, is unambiguous and has a personal character".

Content

The personal learning question as defined by the coaches is about becoming aware of behaviour that is a hindrance to yourself and, subsequently, to others. To become aware of this behaviour, it is important to name and recognise personal pitfalls, resistance (dragons), talents, inclinations and ambitions. A PLC 1 coach described this relationship as follows:

> *"The learning question is connected to the dragon; the behaviour that*
> *bothers you. Or the behaviour you are confronted with, which you consider to be*
> *undesirable for yourself. Or at the very minimum, the behaviour you want to start*
> *relating to. It's a realisation of how something presents itself to you and how that*
> *affects you."*

This interpretation of the personal learning question corresponds to document EYE 1 and EYE 2:

"Each person has unique qualities [...] to accomplish something. These unique qualities are often hidden behind patterns that prevent experimentation and learning. They originate in order to avoid rejection and often exist unconsciously. These patterns lead to recognisable and typical behaviour. [...] This behaviour has a significant influence on the performance and collaboration of people and teams. By creating awareness about these patterns, new behaviour is created through acceptance, [...] to practice and thus learn and grow in self-awareness."

The participants in this study were explicitly asked in both the surveys and interviews about what personal learning questions they had. Several answers emerged from both instruments and can be related closely to the interpretations of the coaches and documents EYE 1 and EYE 2 described above. An illustrative example of a personal learning question that was mentioned by one of the PLC 2 educational leaders was: *"Don't be too controlling and stay in tune with the group".* In addition, one of the PLC 1 coaches mentioned all the related resistance (dragons) of his PLC: *"You have a demonstrator, a pusher, a dominator, a persuader, an oyster, a suppressor, a mute and a disconnector."* The common denominator seemed to be the awareness of underlying behaviour that affects educational leaders both privately and in their educational practice.

From the interviews with coaches and educational leaders in both PLCs it appeared that there was no evident link between the leadership practices and the personal learning questions, as described in the documents S.CEL, D.EL, and D.EL 2, for example like: "Leithwood's four leadership practices provide a steppingstone from which to approach the learning questions"

Only one PLC 2 coach indicated an expected link in the interview prior to the PLC learning trajectory: *"I don't know how we will apply that exactly, but I can guarantee you one thing, all those learning questions always end up influencing the four domains practices of educational leadership. There is no other option."*

In contrast to the interviews, the surveys results indicated a slight perceived link between the personal learning question and the leadership domain practices. Specifically, the educational leaders in PLC 1 indicated this link with regard to build relationships and develop people (domain 2) with a mean of $m=4.00$ ($sd=1.00$) on a 5-point Likert scale. (1= very little, 2= little, 3=neutral, 4=much, 5=very much). This means that the educational leaders in PLC 1 on average agreed on statements such as: 'Promoting an atmosphere of caring and trust'. However, the educational leaders in PLC 2 did not perceive such a link with a mean of $m=2.67$ ($sd=1.16$).

Furthermore, the coaches of both PLCs indicated a slight perceived link with two out of four leadership domain practices. Respectively, build relationships and develop people (domain 2) with a mean of $m=4.75$ ($sd=0.50$) in PLC 1 and a mean of $m=4.5$ ($sd=0.58$) in PLC 2, improve the instructional programme; curriculum (domain 4) with a mean of $m= 3.63$ ($sd=1.22$) in PLC 1 and a mean of of $m= 3.5$ ($sd=0.71$) in PLC 2 and developing organisation (domain 3) with a mean of $m=3.50$ ($sd=0.58$) in PLC 1 and by contrast no perceived link in PLC 2 with a mean of $m= 3.25$

(*sd*=0.96) on a 5-point Likert scale. (1= very little, 2= little, 3=neutral, 4=much, 5=very much). This means that on average the coaches in both PLCs agreed on statements such as: (2)'promoting an atmosphere of caring and trust', (4)' evaluating education to improve effectiveness.'

On another note, with regard to the implementation of the individual learning question in the work practice, educational leaders of PLC 1 and 2 indicated an (increased) awareness in their behaviour. Yet, no implementations were experienced in the work practice.

Nature of Reflective Dialogue and the personal learning question

The relationship between the personal learning question and the nature of RD appears to be positive. This is indicated by the extent to which the learning question is mentioned in the dialogues in both PLCS, by both coaches and educational leaders.

Regarding the degree of interaction, the personal learning question seems to be specifically addressed in the conversations by interactively mentioning it by both coaches and educational leaders. Throughout the PLC session, the coaches refer to the personal learning question to make the educational leaders more conscious of their learning question. Thus, the personal learning question seems to constantly recur in conversations.

Regarding the degree of reflection, there is an ongoing reflection on the personal learning question during the PLC session, This reflection can occur as a result of ones own input, but also as a result of input from others or even during activities. To sum it up, one PLC 1 coach mentioned it as follows: *"The learning question is actually the lens through which you are going to look"* during the dialogues in the PLC.

Complementary to the results of the interviews on the degree of interaction, document D.EL seems to be somewhat congruent: *"During the PLC learning trajectory, the personal learning questions are central"*. In addition, documents EYE 1 and EYE 2 indicate a similar picture: *"Critical reflection does take place in the moment during the entire process."*

Quality of Reflective Dialogue and the personal learning question

Not all RD aspects seem to have a link with the personal learning question. This is indicated by the interviews conducted with both coaches and educational leaders. The RD aspects considered most important from the perspective of the educational leaders in sequential order were: reflection, giving feedback, and analysing. And the RD aspects considered most important from the perspective of the coaches in sequential order were: reflection, giving feedback and opening up to other perspectives. One PLC 2 coach deviated by also mentioning analysing as important.

Reflection was mentioned as most important RD aspect by both coaches and educational leaders on the personal learning question. This seems to be related to the set-up of the PLC sessions, in which, by means of the 3 W's technique (What, So What, Now What), continuous reflection takes place on what has happened, why people act in a certain way and what this means for the working method in (future) practice. Furthermore, the possibility to ask each other questions about this was provided. Moreover, both coaches and educational leaders mentioned that by asking and probing

questions about the learning questions of the educational leaders, the coaches contributed to the reflection on the learning questions. This also seem to indicate a link between RD aspect reflection and the personal learning question. RD aspect utilising external knowledge and information was not perceived as important by both coaches and educational leaders in relation to the personal learning question.

In addition, in the documentation analysed to see if there was a relationship between one or more RD aspects and the personal learning question, an implicit link was found in documents EYE 1 and EYE 2 between RD aspect opening up to other perspectives and RD aspect giving feedback and the personal learning question. This was based on the following: "The participants and facilitators use each other's interpretation to focus the learning question".

In conclusion, there seems to be a positive relationship between the personal learning question and the nature and quality of RD. This means that when the personal learning question was discussed in the dialogues, a high degree of interaction and reflection was experienced by both coaches and educational leaders. It also means that several aspects were applied in relation to the quality of RD. However, only two of the six aspects were found to have a significant corresponding link with the personal learning question between both educational leaders and coaches. Although this might indicate that the quality of the RD is not very high, it should be noted that in the interviews, the questions were asked to indicate the most important aspects in relation to the personal learning question, which somewhat distorts the overall picture of quality. It is also important to bear in mind that the design of the present study means that only a general indication of the relationship is possible.

6.3 The conditions, nature and quality of Reflective Dialogue in relation to the learning objective

The conditions and content regarding the collective learning objective had to be examined first in order to scrutinize the extent of the relationship with the nature and quality of the Reflective Dialogue. Hence, this structure is chosen in the results description of this sub question.

Conditions

On the basis of both interviews with coaches and educational leaders and the document analysis, the following conditions shown in Table 9 with regard to the collective learning objective did emerge.

Table 9

The six conditions of the collective learning objective

Conditions
1. The project must fit into the time frame of the PLC learning trajectory; it must be manageable.
2. It is linked to an earlier collectively formulated mission.
3. It must produce something at the end of the PLC learning trajectory.

4. It is about (improving) collaboration.

5. It is based on back-casting.

6. It is related to the implementation of the Saxion Educational Model (curriculum renewal).

The first condition, shown in Table 10, was mentioned by both educational leaders and coaches. An example from one of the PLC 1 coaches was: *"It must lead somewhere and it must also be manageable in the time frame".* Moreover, it was mentioned as a concern by one of the educational leaders: *"What we truly want to achieve and how we keep it manageable, (that we can actually do it in the six weeks we have left, in the six times we can spend on it), we definitely still have to figure that out."*

In addition, this condition was found in document D.EL 2: "You set a concrete and ambitious goal that you work on within the duration of the learning path of about 6 months." And in documents EYE 1 and EYE 2: "The collective learning objective is a project that is realised in a limited time."

The second condition, shown in Table 10, was mentioned by the coaches in the interviews. The subsequential order between the mission and the collective learning objective was illustrated as follows:

"What is the mission of the whole club? What kind of structure could go with it. And at a certain point you can say: Well this will be the structure and then you elaborate it further in a project and then you have to apply it."

In addition, in documents EYE 1 and EYE 2 this is described as: " On the basis of the collective mission, a collective objective is formulated."

The third condition, shown in Table 10, was mentioned by coaches and educational leaders. For example, a PLC 2 educational leader mentioned it as follows: *"We talked about: are we going to make a rich picture or are we going to make a vlog? What do we want to produce together?"* In addition, in document S.CEL this is reflected as: "Participants work on the realisation of their own (or shared) practice change." Furthermore, in document EYE and EYE 2 this is described as: "They define in advance a preferred and tangible deliverable in the time frame. Think, for example, of the design of a new curriculum [...]."

The fourth condition, shown in Table 10, was mentioned by coaches and educational leaders. For example, a PLC 1 coach mentioned different aspects in which this collaboration took place: *"deciding what to do, carrying out what has been decided, meeting each other, and reflecting on the process and the final result, and presenting the collective learning objective."*

The fifth condition, that emerged is back casting. Back casting starts with the desired situation in the future and reviews what needs to be done to achieve the end result (Köves & Király, 2021). This condition emerged both in the document analysis as in the interviews with the coaches. For example, a PLC 2 coach mentioned it as follows:

"We want them to choose a collective objective that has been realized already in the

dream, so to speak, but that they then go back and develop in small steps. So you're

going out, because you're going somewhere and not iteratively the other way around."

In addition, documents EYE 1 and EYE 2 refer to it as follows:

" The collective mission is not tested for feasibility but for desirability by means of

back casting. Essential renewal cannot be tested on the basis of the limitations of the

 present[...] That is why back casting is applied; reasoning from the desirable situation

back to the present."

Last, this condition (see Table 10) was mentioned by both coaches and educational leaders in the interviews. One PLC 2 coach was very explicit about it: *"The groups we are going to work with have an assignment from Saxion to do something about the implementation of the Saxion Education Model."* Furthermore, this link was implicitly described in document S.CEL:

"It has to do with a current educational change to which you, as an educational leader, give guidance or direction." And document: D.EL "You name a (sustainable) change, an ambition within your programme or academy." However, this condition was not supported by everyone. For example, a PLC 1 educational leader mentioned the following: *"I don't think SOM should be an obligatory steppingstone when it comes to leadership [...] Nevertheless, our collective learning objective does have some common ground with SOM".*

Content

The collective learning objectives of both PLCs were related to educational leadership. The objective for PLC 1 was to obtain leadership based on the principle of trust. Subsequently, the objective for PLC 2 was to achieve a congruent vision and related cultural change. The collective learning objective seems to be influenced by the composition of the PLC. For example, this is reflected in what was mentioned by a PLC 2 coach: *"I think it varies in the composition of the group what a collective learning objective can be."*

Formulating the collective learning objective of the PLC proved to be a challenge in itself. For example, a PLC 2 educational leader indicated after the third PLC session that: *"We have not yet reached the point where we can formulate a collective project together. [...] However, we do have a direction."* Moreover, this was underlined by the coaches in, for example, the following: *"Just the fact of deciding, what are we going to do as a group, that is already very challenging".*

Complementary character

The document analysis and interviews with the coaches indicate that the personal learning question and the collective learning objective are perceived as complementary. This means that the personal learning question is also inherently discussed in the conversations that concern the collective learning objective. Furthermore, this is in line with documents: D.EL, EYE 1, and EYE 2. For example, this was described in document D.EL as: "In the structure of each meeting, reflection is linked to both the individual learning question and the collective learning objective". And in documents EYE 1 and EYE 2 as: "Parallel to the collective result track, [collective learning objective]

learning is simultaneously taking place at the individual level [personal learning question] about, among other things, one's own contribution to the collaboration."

Nature of Reflective Dialogue and the collective learning objective

Provided that the personal learning question and the collective learning objective were discussed in parallel due to their complementary character, the degree of reflection and the degree of interaction, which comprise the nature of RD, is in accordance with that of the personal learning question. However, based on the interviews it is indicated that the frequency in the conversations of the collective learning objective is less than that of the personal learning question. Nevertheless, the desired first level of De Groot et al. (2014), the interactive reflection seems to have been the nature of the RD in relation to the collective learning objective. Furthermore, it has been mentioned by both coaches and educational leaders. For example, one of the PLC 1 coaches mentioned the degree of interaction as follows: *"We are now in the phase of formulating the collective project. And then, of course, people talk from their own point of view. They all come up with their own concrete idea of what needs to be done [...]"*

In addition, a PLC 2 educational leader illustrated the degree of reflection as follows: *"Gee, what visions are circulating at the same time? What written documents do we have together? We want a culture change in which we share a common vision and so on. Well, what is our common vision?"*

Quality of Reflective Dialogue and the collective learning objective

The interviews indicated that the coaches and educational leaders perceived a positive link between the RD aspects and the collective learning objective. The coaches indicated a link with the following RD aspects: opening up to other perspectives, giving feedback, analysing, substantiating points of view and reflection. However, there was a contrast between the coaches of PLC 1 and PLC 2. RD aspects reflection and giving Feedback were only mentioned in relation to the collective learning objective in PLC 1 whilst RD aspect substantiating points of view was only mentioned in PLC 2.

Subsequently, the educational leaders indicated the following RD aspects in sequential order of importance: giving feedback, analysing, reflection, and opening up to other perspectives. Both coaches and educational leaders mentioned an expected positive relationship between the collective learning objective and RD aspect utilising external knowledge and information in the upcoming PLC sessions.

From the document analysis, document D.EL indicated a relation to RD aspect analysing: "Relevant themes or research within a discipline are explored." And RD aspect reflection: "At the fourth level of reflection [critical reflection], the participant can indicate why he/she perceives, thinks, feels or acts as he/she does."

In conclusion, there seems to be a positive relationship between the collective learning objective and the nature and quality of RD. Consequently, when the collective learning objective was

discussed during the dialogues, a high degree of interaction and reflection was experienced by both coaches and educational leaders. It also means that several aspects were applied in relation to the quality of RD. The coaches and educational leaders indicated a perceived link between several RD aspects.

However, there was a discrepancy in the perceived link between the coaches of PLC 1 and PLC 2, resulting in consensus on only one RD aspect, analysing. In addition, the educational leaders related four out of six dialogues aspects to the collective learning objective. Most consensus was reached on RD aspect 'analysing' as both coaches and educational leaders experienced a positive link with the collective learning objective. Although at the time of data collection there was no perceived link between RD aspect 'utilising external knowledge and information' and the collective learning objective, both coaches and educational leaders indicated that they would expect a positive link in future PLC sessions.

6.4 The facilitation of Reflective Dialogue in the Educational Leadership PLCs

To determine how the RD was facilitated within the PLCs, it is important to clarify the factors that influenced it. In the following paragraphs, therefore, we will first elaborate on these factors. In addition, we will describe how the degree of reflection and interaction was stimulated in order to be able to interpret the nature of the facilitated RD. Subsequently, the results of the facilitated quality of RD will be described.

Factors

The interviews with both coaches and educational leaders revealed the following factors (see Table 10) that may influence the facilitation of RD.

Table 10

The seven influencing factors of RD facilitation

Factors
1. Online context
2. PLC composition
3. PLC purpose and related learning outcome
4. Structure of PLC meetings
5. Motivation of the PLC participants (educational leaders)
6. Role of the coaches; experience, division of roles between coaches
7. Role of the PLC participants (educational leaders)

First, due to the COVID-19 situation, all PLC sessions were held online via Microsoft Teams, both plenary and in breakout teams, and additionally supported by WhatsApp to exchange the individually produced content in the PLC session(s). Despite the fact that the online context meant that certain activities could not be done or had to be modified, the coaches were fairly positive about the

online context: *"It is suboptimal, but it is doable."*

Furthermore, there seem to be both advantages and disadvantages to the online context. The advantage seems to be that people can come together more quickly, especially when they belong to different academies or locations. Moreover, the coaches indicated that the online context helped them to keep an overview of the allocation of turns. The disadvantage seems to be mainly related to the limited non-verbal contact and related expressions such as humour. A PLC 2 educational leader illustrated this as follows: *"What you lose is the moments in between, the eye contact. I think humour is also more difficult online. People do make jokes, but when you're together it's often 'between the lines' and that's what you miss."*

Second, the composition of the PLC seemed to influence the extent to which feedback could be given to each other, in which it was perceived that when one has been colleagues for a longer period of time, one is able to give more accurate feedback.

Furthermore, the degree of interaction, as well as substantiating points of view seemed to be related to the type of PLC participants. Specifically, one PLC 1 educational leader indicated that in their role of manager they feel responsible for the flow of the conversation and one PLC 2 coach indicated that because of the professional level of the participants, what is said is largely substantiated.

Third, *the purpose of the PLC* and the related learning outcome seem to be a factor in RD facilitation. The coaches differ slightly about the purpose and the related learning outcome. The common denominator seems to be personal learning, with awareness of behaviour being mentioned as most important. One PLC 1 coach describes this as follows*: "From unconscious (in)competence to conscious competence with regard to the awareness of behaviour."* Moreover, the educational leaders differ from the coaches with regard to the PLC purpose. They consider the professional role and the related collaboration as more important within the PLC than the personal learning. However, there is also common ground, with both a PLC 2 coach and educational leader indicating that it is important for educational leaders to experience the uncertainty factor that teachers and students also experience in the new challenge-based curriculum (SOM).

Thus, when the purpose is not unambiguous, this seems to have an effect on the facilitation of the RD. By considering other elements to be important, other learning outcomes are envisaged as well. For coaches, this may be complementary, whereby one focuses on the personal side and the other on the professional side, but it can also be counterproductive when PLC educational leaders and coaches disagree and cannot agree on the prioritisation of content and learning outcomes. This complicates the Reflective Dialogue, for example because 'being open to other perspectives' is perceived more challenging.

Fourth, *the structure of the PLC sessions* also seemed to influence the facilitation of the RD. Document DEL 2 describes the PLC session structuring in summary, as follows:

"The structure of each meeting consists of three parts respectively: looking back,

looking forward and the conclusion. The focus is successively on reflection,

interaction and the formulation of new exercises related to both personal learning
question as well as the collective learning objective."

This creates opportunities for reflection and encourages interaction. However, the structure of the PLC session is geared towards working on the collective learning objective beyond the PLC moments. This caused resistance in PLC 2, which made the facilitation of RD more difficult, because it led to discussions and 'yes-no' situations in which people were less open to other perspectives.

On another note, the eye model seems to be underlying all PLC sessions and therefore inherent to the RD's facilitation. More precisely, the personal learning question and the collective learning objective are continuously alternated and provided with critical reflection, which is central to the model. (See Chapter 2, Figure 1). Consequently, both reflection and interaction are actively encouraged by the coaches. They furthermore specifically explain this model in the PLC sessions to the educational leaders. Moreover, the interviews revealed that the eye model led to the focus being on the personal role in the first four PLC sessions, which also influenced the RD facilitation. In addition, the analysis of documents EYE 1 and EYE 2 indicated that the model implies that by gaining insight into your own pitfalls, resistance, hindering behaviour, ambitions and mission, you are better able to perform your professional role in (more effective) cooperation with others. This underpins the focus on personal learning in the initial phase of the PLC and also indicates that less attention was paid to professional learning. Both coaches and educational leaders indicated that they expect that in the further course of the PLC sessions there will be more use of literature and data in addition to experiences, because the focus will then be more on the professional role.

Fifth, *motivation* also appears to be a factor in RD facilitation. Whereas PLC 1 participants took part voluntarily and on the basis of willingness (in line with the principles of a PLC), the participants of PLC 2 primarily participated on the basis of obligation. This resulted in a lot of resistance from the educational leaders of this PLC, which was mentioned by both coaches and educational leaders in the interviews. Moreover, this resistance led to deviations from the PLC session structure and the related activities.

Sixth, *the role of the coach and the division of roles between them* seems to influence RD facilitation. An equal role appears to be important for positive RD facilitation, particularly the degree of interaction. The 'master-companion-apprentice' principle was applied by the coaches, in which they themselves are also learners in the PLC learning process. A certain degree of vulnerability seems to go hand in hand with this, as it also encourages educational leaders to show their own vulnerability, for example by naming their pitfalls. When the role of the coach is experienced as too directive, this seems to have a negative influence on the RD facilitation and particularly on the degree of reflection. The coaches' division of roles appear to be important in RD facilitation, because in this way they can complement each other and better monitor the quality of the conversations, both in terms of the degree of interaction and reflection.

Seventh, *the role of the PLC participants* also appeared to influence RD facilitation. In

particular, the attitude seemed to influence the degree of reflection and interaction. Attitude is partly influenced by the motivation factor, but also includes the extent to which the participant initiates RD aspects and engages in interaction and reflection. Specifically, giving feedback was found to be an aspect that the educational leaders were already giving to each other without any guidance or stimulation.

Conditions and facilitation

The required RD conditions were stimulated by the coaches by adopting an equal role, showing vulnerability and were in addition achieved through various activities. One of the specifically mentioned trust-related activities was: 'I am unique'. This activity seems to create trust between the educational leaders by not only sharing basic personal elements such as hobbies, but also very personal aspects, such as a burn-out. Moreover, the analysis of documents BPC and ASCD revealed similar activities.

Nature of Reflective Dialogue and facilitation

The facilitation of RD in relation to the degree of interaction was stimulated by coaches by asking and probing questions. In addition, the participants who were quieter were asked for their opinion. Furthermore, there were also activities in which everyone had to take their turn and give their opinion in a set time frame. To enhance the willingness to interact, the coaches also actively participated in the discussions. Moreover, the coaches indicated that they had a positive, inviting attitude in order to provoke interaction. The educational leaders also indicated that the coaches stimulated the degree of interaction by asking and probing, but sometimes perceived their role as a bit too directive. The facilitation of RD in relation to the degree of reflection was also stimulated by the coaches by asking and probing questions:

> *"After each work form or exercise, we ask people: Do you want to take a time out?*
>
> *What happened? How did it feel for you? And what do you take away from it? So we*
>
> *do it every time very consciously: 'What? So what? Now what? Just pause for a*
>
> *moment to consider what exactly is happening here? And how did you experience that*
>
> *and are there elements of these experiences that you take with you into the future as a*
>
> *learner?"*

The corresponding reflections were written in notebooks.

Quality of Reflective Dialogue and facilitation

The RD facilitation in relation to the RD aspects conducted by the coaches was positive. In the surveys, 'giving feedback' and 'substantiating points of view' appeared to be the most apparent conducted RD aspects. This was scored by both coaches and educational leaders, with coaches being more positive about their own conducted RD aspects than educational leaders.

In addition, the interviews indicated 'giving feedback' also as the most apparent perceived aspect. One PLC 1 educational leader illustrated it as follows:

"In the first session, you were given the task of making a self-portrait and then everyone was invited to describe the self-portrait one after the other. This was then followed by feedback." Furthermore, the surveys indicated in PLC 1 a perceived positive link between the activities and RD aspects. However, this link was almost the same for all RD aspects (agree to fully agree). Only with regard to 'substantiating points of view' they perceived less of a link (neutral to agree). In contrast, PLC 2 appeared to perceive no link (neutral) between the activities and RD aspects.

With respect to 'utilising external knowledge and information', there was hardly no facilitation perceived. Given the manner in which the dialogues have been conducted within the structure of the PLC sessions, as well as the fact that the PLCs are in the early stages, little data and/or literature has been incorporated into the conversations thus far. Moreover, coaches and educational leaders both indicated in the surveys that the conversations were primarily based on experiences.

7. Conclusion and Discussion

The results from the previous chapter will be further discussed below to answer the sub-questions and address the main objective of this study.

Research Question i.

What are the conditions, nature and quality of Reflective Dialogue within the
Educational Leadership PLC?

Respect, trust and emotional safety are the conditions that are necessary to achieve RD (Admiraal 2012; Schaap & De Bruin, 2018). Although all three conditions of RD seemed to be present during the three PLC sessions in both PLCs, emotional safety seemed to be the most important as it was mentioned by both educational leaders and coaches. In this regard, it is noteworthy that the coaches were more positive about the educational leaders' emotional safety than they were themselves.

However, it should be noted that this difference is based on a low response rate.

      In general, the nature of RD was perceived as interactive reflection which corresponds with level 1 (interactive reflection) of the applied framework of De Groot et al. (2014). The educational leaders, however, did score their reflection level at level 2, which corresponds with reflection that is primarily focused on their own experiences. Unfortunately, due to the incongruence in survey 1 and 2, a specific analysis of the educational leaders regarding RD Nature could not be performed. Furthermore, since the degree of interaction and reflection can differ between educational leaders this contrast in perception with the coaches may also be related to the low response rate.

      In addition, the general degree of interaction and reflection was scored slightly lower in PLC 2 than in PLC 1. This may be related to the fact that the educational leaders in PLC 2 were obliged to participate and the educational leaders in PLC 1 participated voluntarily.
However, the results should be taken with some caution, due to the current research design in which it was not possible to look specifically at the level of reflection and interaction per RD aspect.

      Interestingly, almost all six quality RD aspects of Ros and Van den Bergh (2018) were present during the conversations. More specifically, utilizing external knowledge and information (aspect 5) was not present. In particular, the lack of literature in the conversations was surprising, as research (e.g. Brown et al., 2017) has shown that reflection on practice-related issues within an RD can be enhanced by using data and literature in addition to experiences. However, the absence of aspect 5 can be partly explained by the fact that both PLCs are currently in the starting phase and the overall focus is (more) on exchanging experiences. Moreover, both coaches and educational leaders have indicated that they anticipate that literature and data will be used in the course of the PLC sessions.

Research Question ii.

What are the conditions, nature and quality of Reflective Dialogue in relation to the personal learning questions of educational leaders within the Educational Leadership PLC?

      In general, there seems to be a positive relationship between the nature and quality of RD and the personal learning question. Our study shows that RD has enabled more insights into the personal learning questions of the educational leaders, particularly through reflection and feedback and a high level of interaction.

      More specific, both degree of interaction and reflection that comprise the nature of RD are overall perceived as interactive reflection which corresponds to level 1 of the framework of De Groot et al. (2014). This means that during the conversations about the personal learning questions, the participants actively reacted to each other, reflected and also brought in their own topics for discussion and reflection. However, the framework of De Groot et al. (2014) considers the degree of reflection and interaction per RD aspect, which could not be measured in the current research design. The perceived level 1 should therefore be viewed with some caution, as it is only based on a general

impression.

In addition, the quality aspect reflection (aspect 6) has been perceived as the most important aspect in relation to the personal learning questions. However, this importance could be partly explained by the unequally divided RD aspects in the surveys. Yet the importance of reflection was supported in the interviews. Interestingly, analysing (aspect 3) was also found to be important by both coaches and educational leaders in its relation to the personal learning question, while this RD aspect was in general found to be the least perceived during the conversations.

A personal learning question in the PLC context of Saxion has theoretically nine conditions (see table 9), of whom six conditions were endorsed by multiple sources (e.g., coaches, internal documents). The most striking condition is the link with Leithwood's four domains of leadership practices (Leithwood et al., 2020). It was indicated that the personal learning question should be related to these four domains of leadership practices. This would correspond to the distributed leadership that takes place within the PLC and educational leaders are guided by leadership practices as Leithwood et al. (2020) indicates. However, the surveys and interviews showed that this link was hardly present. Only domain 2 (build relationships and develop people) was perceived. However, this could also be a more general characterisation of the community building in which the PLCs find themselves.

The purpose of a personal learning question seems to be to become aware of hindering behaviour for yourself (and potentially others) and subsequently improve this behaviour in the personal and professional domain. Furthermore, no implementation of the personal learning question to the work practice were perceived by the educational leaders yet. However, it should be noted that both PLCs were in the starting phase and all personal learning questions had only just been formulated at the time of data collection.

> **Research Question iii.**
>
> What are the conditions, nature and quality of Reflective Dialogue in relation to the collective learning objective of educational leaders within the Educational Leadership PLC?

In general, there seems to be a positive relationship between the nature and quality of RD and the collective learning objective. This means that RD enabled the formulation and clarification of the collective learning objective. More specific, regarding the nature of RD an overall interactive reflection was perceived that corresponds to level 1 of the frame of De Groot et al. (2014). Regarding the quality of RD, the following link between the collective learning objective and the RD aspects emerged: opening up to other perspectives (aspect 1), giving feedback (aspect 2) and reflection (aspect 6). However, the order of importance differed between the coaches and educational leaders.

Despite the fact that the collective learning objective is Saxion PLC context specific, equal to the personal learning question, this way of learning has already been described more concretely in the literature by e.g. Bruns and Bruggink, (2016), in which it is important through collective learning that

it produces a concrete result with an impact on the actual educational practice. This is in particular reflected by condition 3 (it must produce something at the end of he PLC learning trajectory) and condition 6 (it is related to the implementation of the Saxion Educational Model) that are part of six conditions of the collective learning objective that emerged from the data, as shown in table 10.

The collective learning objectives were in both PLCs related to Educational Leadership. The content of this objective seems to be naturally related to the composition of the PLC and is therefore never static. In addition, the formulation of a collective learning objective is perceived by both coaches and educational leaders as challenging.

In the Saxion context, the collective learning objective and the personal learning question do depend on each other and therefore have a complementary character. Meaning that the process of becoming aware of hindering behaviour is also present while cooperating towards the collective objective. However, this complementary character was solely mentioned by the coaches, but can be partly explained by the set-up of the PLC sessions. At the beginning of the PLC learning trajectory, the sessions were focused on the personal learning questions.

Research Question iv.

How is the Reflective Dialogue facilitated within the Educational Leadership PLC?

In general the RD was facilitated in both PLCs by coaches that cooperated in pairs. This way of facilitating RD is described in the literature (Little, 2002; Thornton & Cherrington, 2014) as important for an effective PLC. However, the role of the coach in the PLCs was sometimes felt to be too directive. This appears to be partly in agreement with the literature (Jenlink & Kinnucan-Welsch, 2001), in which finding the right balance as a PLC coach between leading and assuming an equal role appears to be a common challenge. However, this interpretation could also be related to the compulsory participation of the PLC 2 educational leaders and the associated resistance that contradicts the desired self-initiated leadership (Timperley, 2005).

The underlying model with which the RD was facilitated, is the Saxion Honours Approach Eye Model (see figure 2). As a result, the personal learning question and the collective learning objective that constituted the content of the RD were complementary in character and therefore more difficult to investigate separately. In addition, this model is part of the most prominent facilitating factor according to the findings, namely the structure of the PLC.

However, for the educational leaders in PLC 2 in particular, this meant that the perceived relevance to educational practice was lacking. In addition, the amount of time that the PLC sessions took and the time that was expected outside of the PLC sessions to work on the collective learning goal was considered too much and unrealistic. This seems to partly explain the early termination of PLC 2. Moreover, it can be substantiated by literature, in which the relevance to educational practice

is seen as an important motivation to participate in a PLC (Bolam et al., 2005).

In addition to the underlying model, activities were used by coaches for conscious reasons, varying from creating more trust and emotional safety to gaining more insight into the personal learning question and the collective learning objective. These activities were also intended to increase the nature of RD, as well as the RD quality.

Answering the main research question

In general, the nature of the RD is both interactive and reflective. This seems to be partly due to the educational leaders themselves, as they feel and make themselves responsible for the course of the conversations. And partly by the way the RD is facilitated with a clear structure, underlying model, deliberately chosen activities and an active role by the coach who invites and encourages the educational leaders to participate and reflect. However, the balance between support and space for own initiative with regard to interaction and reflection is considered challenging. In addition, there are different opinions about the length and distribution of time in relation to the PLC sessions and its contents. Reflection is stimulated by means of a continuous cycle embedded in the PLC sessions. After each activity the 3 W's were used, to gain insight into their own behaviour and actions as well as those of their fellow PLC participants. The quality of RD is determined by six aspects, of which five appeared to be present in the conversations.

RD also seems to contribute positively to both the personal learning question and the collective learning goal. In terms of the personal learning question, it provides insight into and awareness of obstructive behaviour that has an impact on both personal and professional development. The collective learning objective provides clarity on issues chosen by the educational leaders themselves that has a connection with leadership in the related curriculum implementation. The above therefore illustrates that RD in this context could have a positive impact on educational leadership development.

8. Limitations

Although every effort has been made to conduct a transparent and reliable case study, a number of limitations should be taken into account when interpreting the results of this study. These limitations are recognised below.

The first limitation concerns the instruments used. The conducted surveys yielded a low response rate which hindered a valid representation of the performed RD aspects and the degree of interaction and reflection during the PLC sessions in both PLCs.

The second limitation is related to a Qualtrics error in Survey 1, the question about the nature of RD in Survey 2 had to be answered with a Likert scale instead of a Dichotomy as in Survey 1. Therefore, no adequate comparison could be made between Surveys 1 and 2 with regard to the nature of RD.

A third limitation of our study involved the wording of the questions in the interviews and

surveys, which initially led to a misinterpretation of the questions. Extra time was allocated for this during the interviews.

9. Recommendation & Future research

This research was conducted to gain insight into the Educational Leadership PLC at Saxion University of Applied Sciences and specifically into the Reflective Dialogue that occurs between educational leaders with the support of coaches. The conditions, nature and quality of RD were examined and an attempt was made to find a relationship between RD, the personal learning question and the collective learning objective. Furthermore, as an attempt was made to gain insight into the facilitation of the Reflective Dialogue. These insights were achieved through interviews, surveys and document analysis and lead to the following recommendations:

Conditions

With respect to the personal learning question, we recommend using the nine conditions document (APL) as a starting point to make more unambiguous agreements on what a personal learning question for educational leaders should look like, so that future PLCs and coaches can benefit from it.

With regard to the collective learning objective, we recommend that the six conditions that emerged from the interviews are communicated at the very outset of future PLC learning trajectories so that participants can focus more effectively on their collective learning objective.

Nature

Overall, a high degree of interaction and reflection was experienced within both PLCs. However, the surveys showed that the coaches rated the RD nature slightly higher with regard to both themselves and the educational leaders. Interim evaluation moments with participants in future PLCs are therefore desirable.

Quality

In general, there was a diverse perception about the RD aspects carried out between the PLCs and between the coaches and educational leaders. Analysing and utilising external knowledge and information were the least perceived. In future PLC learning trajectories, the latter could be given a more prominent role in order to improve the RD quality and consequently the learning outcome.

Alignment between expectations of participants and coaches about the purpose of the PLC

Based on the conducted interviews it became apparent that there was a discrepancy in expectations with regard to the purpose and learning outcomes between coaches and educational leaders. Therefore, we suggest that before participating in the PLC learning trajectory, the purpose and learning outcome are explicitly clarified. Moreover, in the subsequent intake meeting it is recommended to specifically explain the underlying eye model in order to improve the alignment between participants and coaches of the PLC trajectory.

In conclusion, in order to obtain a more exhaustive picture of the conditions, nature and quality of RD and its mutual coherence, we would strongly recommend for Saxion to conduct

observational follow-up research into these PLCs in which they can be examined during the entire time-span (6 months), so that the RD development within the PLC in relation to both the personal learning question as the collective learning objective can also be assessed.

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Appendices

Appendix A

Degree of interaction and reflection per RD aspect

Mate van interactie en reflectie(aard RD) per dialoog aspect (kwaliteit RD)
Gebaseerd op de Groot et al. 2014; Ros en van den Bergh 2018; van Woerkom 2006

Dialoog aspect 1 | Openstaan voor andere perspectieven – Challenging Groupthink [openstaan voor andere meningen]	
Wat is het? Vanuit een open houding vragen naar meningen en opvattingen van collega's en open staan voor andere ideeën. Members present information, ideas and opinions in a manner that makes joint evaluation possible, which requires being explicit about reasons. <u>Typerend gedrag:</u> • Vragen naar meningen van de andere PLG deelnemers • Doorvragen wat ze precies bedoelen • Waardering laten blijken voor andere opvattingen • Elkaars expertise waarderen	
PLG deelnemers (die ervaring delen)	Deelnemers laten waardering blijken voor andere mening/opvatting/expertise, open houding, vragen naar mening andere deelnemers, vragen door wat er precies bedoelt wordt.
PLG deelnemers	Deelnemers laten waardering blijken voor andere mening/opvatting/expertise, geven mening over de ervaring die gedeeld wordt aan.
Level 1	
PLG deelnemers (die ervaring delen)	Deelnemers delen informatie, ideeën en meningen – ervaringen. Vragen naar meningen van de andere PLG deelnemers, vraagt door wat er precies bedoelt wordt. Dagen anderen uit om met een andere mening te komen en vragen daarop door. Deelnemers laten waardering blijken voor andere opvattingen en elkaars expertise
PLG deelnemers	Deelnemers geven mening over gedeelde ervaring(en). Laten waardering blijken voor andere opvatting/elkaars expertise. Dagen elkaar uit tot nadenken over hetgeen is verteld en komen met redenen voor alternatieve meningen, opvattingen.
Level 2	
PLG deelnemers (die ervaring delen)	Deelnemers delen informatie, ideeën en meningen – ervaringen. Vragen naar meningen van de andere PLG deelnemers. Deelnemers laten waardering blijken voor andere opvattingen en elkaars expertise. Dagen anderen uit om met een andere mening te komen.
PLG deelnemers	Deelnemers geven mening over gedeelde ervaring(en). Laten waardering blijken voor andere opvatting/elkaars expertise. Dagen elkaar uit tot nadenken over hetgeen is verteld.
Level 3	
PLG deelnemers (die ervaring delen)	Deelnemers delen informatie, ideeën en meningen – ervaringen. Deelnemers laten waardering blijken voor andere opvattingen en elkaars expertise.
PLG deelnemers	Deelnemers hebben een open houding naar andere meningen/opvatting van andere deelnemers. Laten waardering blijken voor andere opvatting/elkaars expertise. Zijn het snel met elkaar eens – nemen elkaars mening over 'group thinking'
Level 4	
PLG deelnemers (die ervaring delen)	Deelnemers delen informatie, ideeën en meningen – ervaringen. Gesloten houding naar andere mening/opvatting van andere deelnemers.
PLG deelnemers	Deelnemer(s) geven aan dat doorvragen, andere mening dan groepsmening niet zo nodig hoeft i.v.m. tijd/efficiëntie.

Dialoog aspect 2 | Feedback vragen (en geven)	
Wat is het? Elkaar feedback en hulp geven en vragen op een constructieve manier geven. *A member mentions something he has done, reflects on what happened and what thoughts he had about the effect on his future behaviour. These evaluative remarks show that a participant wants to know what others think about (their thoughts on) their behaviour. Others interact on the issue at hand. Definition: One shares what happened in their personal practice and then reflect on it while forming thoughts about the possible effect on their future behaviour.*	
PLG deelnemers (die ervaring delen)	Als iemand een ervaring deelt met de PLG en aangeeft wat die heeft gedaan in zijn eigen onderwijspraktijk en hierover zijn gedachten en verwachtingen deelt m.b.t. zijn toekomstige gedrag.
PLG deelnemers	Als de andere deelnemers hierop reageren door bevestiging, suggesties te geven **(level 2)** of daarnaast hierop doorvragen en/ of verduidelijkende vragen stellen **(level 1)**
Level 1	
PLG deelnemers (die ervaring delen)	Deelnemers geven aan wat zij denken over eigen gedrag en kunnen hun toekomstige gedrag aangeven. Geven duidelijk hun eigen rol/gedrag aan en geven de indruk dat zij hierover feedback willen ontvangen.
PLG deelnemers	Andere deelnemers praten over de gedeelde ervaring. De opmerkingen en (verduidelijkende) vragen zijn gerelateerd aan de gedeelde ervaring/ gedeelde vraagstuk.
Level 2	
PLG deelnemers (die ervaring delen)	Deelnemers geven aan wat zij denken over eigen gedrag en kunnen hun toekomstige gedrag aangeven. Geven duidelijk hun eigen rol/gedrag aan en geven indruk dat zij hierover feedback willen ontvangen.
PLG deelnemers	De feedback van andere deelnemers is beperkt en is bevestigend of zijn suggesties ter verbetering.
Level 3	
PLG deelnemers (die ervaring delen)	Deelnemers delen een ervaring, geven <u>niet</u> aan wat zij denken over eigen gedrag en kunnen hun toekomstige gedrag aangeven. Geven <u>niet</u> hun eigen rol/gedrag aan en geven <u>niet</u> de indruk dat zij hierover feedback willen ontvangen; gebruik van onpersoonlijke woorden; weinig "ik"-gebruik, zitten in "lecture modus"
PLG deelnemers	Andere deelnemers reageren bijna niet op de gedeelde ervaring.
Level 4	
PLG deelnemers (die ervaring delen)	Deelnemers delen een ervaring, geven <u>niet</u> aan wat zij denken over eigen gedrag en kunnen hun toekomstige gedrag aangeven. Geven <u>niet</u> hun eigen rol/gedrag aan en geven <u>niet</u> de indruk dat zij hierover feedback willen ontvangen; gebruik van onpersoonlijke woorden; weinig "ik"-gebruik, zitten in "lecture modus" Geeft duidelijk aan geen feedback hierover te willen ontvangen.
PLG deelnemers	Andere deelnemers worden ontmoedigd om over de ervaring te praten

Dialoog aspect 3 | Analyseren – experimentation

Wat is het?

Planmatig een situatie analyseren en evalueren zodat gedetailleerde informatie beschikbaar is om goede keuzes te maken.

Members talk about thought experiments, formulate hypotheses to explore, generate and imagine alternatives. The purpose of their explorations is to understand the issue at and better. They discuss the thought experiment collectively.

<u>Typerend gedrag:</u>
• Doorvragen over de aard van een probleem/vraagstuk/werkwijze
• Vragen/zoeken/geven van meer informatie
• Mogelijke oorzaken van problemen aandragen

Level 1	
PLG deelnemers (die ervaring delen)	De deelnemer brengt een situatie/vraagstuk in en gaat hier zelf dieper op in – komt tot analyseren.
PLG deelnemers	De deelnemers doen (inter)actief mee met de analyse van de ervaring/ situatie/vraagstuk.
Level 2	
PLG deelnemers (die ervaring delen)	De deelnemer brengt een ervaring/situatie/vraagstuk in en gaat hier zelf dieper op in – komt tot analyseren.
PLG deelnemers	Deelnemers gaan hier niet/nauwelijks op in.
Level 3	
PLG deelnemers (die ervaring delen)	De deelnemer brengt een ervaring/situatie/vraagstuk in, maar gaat hier zelf niet dieper op in – komt niet tot analyseren. Is niet serieus hierin; lacherig – niet goed over nagedacht.
PLG deelnemers	Deelnemers proberen eventuele hypothese vorming zo kort mogelijk te houden en komen niet tot diepgang m.b.t. de situatie/probleem/vraagstuk.
Level 4	
PLG deelnemers (die ervaring delen)	De deelnemer brengt een ervaring/situatie/vraagstuk in, maar gaat hier zelf niet dieper op in – komt niet tot analyseren.
PLG deelnemers	Deelnemers geven expliciet aan de ervaring (situatie) niet te willen analyseren. Zij proberen eventuele hypothese vorming zo kort mogelijk te houden en komen niet tot diepgang m.b.t. de situatie/probleem/vraagstuk.

Dialoog aspect 4 | Onderbouwen van standpunten - critical opinion sharing [kritisch bevragen en doorvragen]	
Wat is het? *Het vragen en geven van argumenten gegeven voor standpunten en het nemen van besluiten op basis van grondige afwegingen.* <u>Typerend gedrag</u> • Geven van argumenten • Voordelen en nadelen benoemen/ vragen en afwegen • Alternatieve oplossingen benoemen • Voorwaarden benoemen • Doordachte besluiten nemen	
Level 1	
PLG deelnemers (die ervaring delen)	De deelnemer brengt informatie in waarop gezamenlijke geëvalueerd kan worden. Hij geeft een onderbouwing voor deze informatie – neemt een onderbouwd standpunt in.
PLG deelnemers	Deelnemers geven onderbouwde (tegen) argumenten op de ingebrachte informatie
Level 2	
PLG deelnemers (die ervaring delen)	De deelnemer brengt informatie in waarop gezamenlijke geëvalueerd kan worden. Hij geeft een onderbouwing voor deze informatie – neemt een onderbouwd standpunt in.
PLG deelnemers	Deelnemers geven geen onderbouwde (tegen) argumenten.
Level 3	
PLG deelnemers (die ervaring delen)	De deelnemer brengt informatie in waarop gezamenlijke geëvalueerd kan worden. Hij geeft geen onderbouwing voor deze informatie – neemt geen onderbouwd standpunt in.
PLG deelnemers	Deelnemers geven geen onderbouwde (tegen) argumenten.
Level 4	
PLG deelnemers (die ervaring delen)	De deelnemer brengt informatie in waarop gezamenlijke geëvalueerd kan worden. Hij geeft geen onderbouwing voor deze informatie – neemt geen onderbouwd standpunt in.
PLG deelnemers	Deelnemers bagatelliseren het onderbouwen van standpunten en geven geen onderbouwde argumenten i.v.m. praktische redenen

Dialoog aspect 5 | Kennis van buiten benutten – Research utilisation	
Wat is het?	
Kennis gebruiken vanuit literatuur, van experts buiten de community, andere scholen raadplegen om betere keuzes te maken	
Members mention research findings and indicate that these influenced their thinking and onderstandig. Research findings can come from different sources: literature, experts etc.	
<u>Typerend gedrag</u>	
• Literatuur inbrengen	
• Literatuur kritisch bespreken	
• Uitkomsten uit de literatuur vergelijken met de eigen praktijk	
• Vragen stellen aan experts buiten de PLG/school	
Level 1	
PLG deelnemers (die ervaring delen)	De deelnemer brengt een kennisbron in de PLG/ verwijst naar literatuur in het gesprek. Hij maakt deze expliciet en koppelt deze naar de PLG situatie. Hij gaat hierover in gesprek met andere PLG deelnemers.
PLG deelnemers	De kennisbron/ verwijzing naar de literatuur beïnvloedt het denken van de andere PLG deelnemers. Deelnemers geven een uitbreiding van de bron, spreken deze tegen of interacteren m.b.t. de kennisbron/literatuur.
Level 2	
PLG deelnemers (die ervaring delen)	De deelnemer brengt een kennisbron in de PLG/ verwijst naar literatuur in het gesprek. Hij maakt deze expliciet en koppelt deze naar de PLG situatie.
PLG deelnemers	De kennisbron/ verwijzing naar de literatuur beïnvloedt het denken van de andere PLG deelnemers.
Level 3	
PLG deelnemers (die ervaring delen)	De deelnemer brengt een kennisbron in de PLG/ verwijst naar literatuur in het gesprek.
PLG deelnemers	De waarde van de kennisbron/ verwijzing naar de literatuur is onduidelijk voor de andere PLG deelnemers.
Level 4	
PLG deelnemers (die ervaring delen)	De deelnemer brengt een kennisbron in de PLG/ verwijst naar literatuur in het gesprek.
PLG deelnemers	De waarde van de kennisbron/ verwijzing naar literatuur wordt gebagatelliseerd, niet serieus genomen.

Dialoog aspect 6 | Reflecteren - Reflection - Openness about mistakes
[Durven te praten over valkuilen vanuit eigen praktijk ervaring]

Wat is het?

De effectiviteit van huidige werkwijzen aanpakken en routines ter discussie stellen

Members talk about a mistake (valkuil) at their own workplace, or ask questions about presumed mistakes of others. They show concern. They evaluate what went wrong, and give some indications about the effect the mistake had, or will have on their future behaviour or knowledge. Community members interact about possible explanations and discuss alternatives.

Typerend gedrag

• Bespreken van huidige werkwijze in onderwijspraktijk

• Zich afvragen waarom op een bepaalde manier wordt gehandeld

• Huidige werkwijze/aanpak in onderwijspraktijk 'evalueren'

Level 1	
PLG deelnemers (die ervaring delen)	De deelnemer deelt de huidige werkwijze in de praktijk, en vraagt zich af waarom er op deze manier wordt gehandeld. En nodigt andere PLG deelnemers uit om dit te 'evalueren' middels Merzirow's 4e niveau van reflectie
PLG deelnemers	De deelnemers luisteren, stellen vragen en komen tot reflectie.
Level 2	
PLG deelnemers (die ervaring delen)	De deelnemer deelt de huidige werkwijze in de praktijk, en vraagt zich af waarom er op deze manier wordt gehandeld.
PLG deelnemers	De deelnemers luisteren en stellen vragen en komen tot beperkte reflectie.
Level 3	
PLG deelnemers (die ervaring delen)	De deelnemer deelt de huidige werkwijze in de praktijk, maar vraagt zich niet af waarom er op deze manier wordt gehandeld.
PLG deelnemers	De deelnemers luisteren en stellen vragen, maar komen niet tot reflectie.
Level 4	
PLG deelnemers (die ervaring delen)	De deelnemer deelt de huidige werkwijze in de praktijk, maar vraagt zich niet af waarom er op deze manier wordt gehandeld.
PLG deelnemers	De deelnemers luisteren passief.

Appendices

Appendix B

BMS Ethical Committee research project approval – 210115

UNIVERSITY OF TWENTE.

Anne Nijhuis <a.j.g.nijhuis-1@student.utwente.nl>

Approved BMS EC research project request

2 messages

ethicscommittee-bms@utwente.nl <ethicscommittee-bms@utwente.nl>   Wed, Mar 10, 2021 at 10:48 AM
To: a.j.g.nijhuis-1@student.utwente.nl

UNIVERSITY OF TWENTE.

APPROVED BMS EC RESEARCH PROJECT REQUEST

Dear researcher,

This is a notification from the BMS Ethics Committee concerning the web application form for the ethical review of research projects.

Requestnr. :	210115
Title :	How does reflective dialogue contribute to learning questions by educational leaders within a PLC?
Date of application :	2021-02-19
Researcher :	Nijhuis, A.J.G.
Supervisor :	Nieveen, N.M.
Commission :	Walma van der Molen, J.H.
Usage of SONA :	N

Your research has been approved by the Ethics Committee.

The BMS ethical committee / Domain Humanities & Social Sciences has assessed the ethical aspects of your research project. On the basis of the information you provided, the committee does not have any ethical concerns regarding this research project.

It is your responsibility to ensure that the research is carried out in line with the information provided in the application you submitted for ethical review. If you make changes to the proposal that affect the approach to research on humans,

Appendix C

Online Survey Coaches I (Qualtrics)

UNIVERSITY OF TWENTE.

Beste deelnemer,

Hartelijk dank voor het openen van deze enquête.
Door uw mening te geven helpt u mee met het verbeteren van toekomstige Professionele
Leergemeenschappen (PLGs) in het kader van de duurzame implementatie van SOM.

Het invullen kost ongeveer 10 minuten.

Waar gaat het onderzoek over?
In opdracht van het Lectoraat Innovatief en Effectief onderwijs, doen wij onderzoek naar de PLG
rondom onderwijskundig leiderschap ten behoeve van SOM. Met deze vragenlijst willen we meer
zicht krijgen op de belangrijke processen in de PLG, die bijdragen aan de professionele en
persoonlijke ontwikkeling van de PLG-deelnemers. Deze inzichten kunnen worden gebruikt om de
inrichting van toekomstige PLG's binnen Saxion te optimaliseren.
U heeft hierover in de e-mail met deze uitnodiging meer informatie over ontvangen.
Heeft u nog vragen over deze onderzoeken? Neem dan contact op via:

Toestemming
We vragen in deze enquête naar uw persoonlijke gegevens met het doel de vragenlijsten na
bijeenkomst 2 en 3 te kunnen koppelen. Voor de analyses zullen de gegevens worden
geanonimiseerd. In de rapportage zorgen wij ervoor dat de antwoorden niet te herleiden zijn naar
personen.

○ Akkoord

Ik heb in deze PLG sessie ervaren dat **ik als coach**...

	Volledig oneens 1	2	3	4	Volledig eens 5
opensta voor andere perspectieven	○	○	○	○	○
tijdens de gesprekken reflecteer	○	○	○	○	○
de deelnemers kritisch bevraag en/of door vragen stel	○	○	○	○	○
argumenten geef voor ingenomen standpunten	○	○	○	○	○
durf te praten over valkuilen uit mijn eigen (praktijk)ervaring	○	○	○	○	○
durf te praten over gemaakte vergissingen uit mijn eigen praktijk ervaring	○	○	○	○	○
feedback geef aan deelnemers	○	○	○	○	○
feedback vraag aan deelnemers	○	○	○	○	○
feedback vraag aan de andere coach	○	○	○	○	○
feedback geef aan de andere coach	○	○	○	○	○

Ik heb in deze sessie ervaren dat de **PLG deelnemers**...

	Volledig oneens 1	2	3	4	Volledig eens 5
openstaan voor andere perspectieven	○	○	○	○	○
tijdens de gesprekken reflecteren	○	○	○	○	○
elkaar kritisch durven te bevragen en/of durven door te vragen	○	○	○	○	○
argumenten geven voor ingenomen standpunten	○	○	○	○	○
durven te praten over valkuilen in hun eigen praktijk	○	○	○	○	○
durven te praten over gemaakte vergissingen in hun eigen praktijk	○	○	○	○	○
feedback geven aan elkaar	○	○	○	○	○
feedback vragen aan elkaar	○	○	○	○	○

Tijdens deze PLG sessie durfden de PLG deelnemers zich volledig te uiten

	Volledig oneens 1	2	3	4	Volledig eens 5
Met eigen inbreng komen	○	○	○	○	○
Reageren op andere deelnemers	○	○	○	○	○
Reageren op coaches	○	○	○	○	○

Op basis van welke gegevens zijn er in deze PLG sessie gesprekken gevoerd?
(Meerdere antwoorden mogelijk)

	Gegevens
Eigen onderwijspraktijkervaringen	☐
Persoonlijke ervaringen	☐
Wetenschappelijke literatuur	☐
Vakbladen	☐
Opgeschreven ervaringen (Logboekje/Aantekeningenboekje)	☐
Meegebrachte gegevens/materialen uit de eigen onderwijspraktijk	☐

Welke van de onderstaande beschrijvingen typeert...

	de interactie tussen deelnemers in deze sessie het best?
Deelnemers delen weinig persoonlijke/praktijk ervaringen	○
Deelnemers delen persoonlijke/praktijkervaringen	○
Deelnemers reflecteren op eigen persoonlijke ervaringen	○
Deelnemers reflecteren op eigen ervaringen en die van andere PLG deelnemers	○

Welke van de onderstaande beschrijvingen typeert het best....

	de interactie tussen deelnemers en coach(es) in deze sessie?
Coaches vragen <u>niet</u> aan deelnemers om persoonlijke/praktijkervaringen te delen	☐
Coaches vragen <u>niet door</u> als deelnemers persoonlijke/ praktijkervaringen delen	☐
Coaches vragen <u>wel door</u>, deelnemers gaan hier <u>niet</u> op in	☐
Coaches vragen <u>wel</u> door, deelnemers gaan hier <u>wel</u> op in	☐

In welke mate zijn de leiderschapspraktijken voor de onderwijskundig leiders aan bod gekomen in deze PLG sessie.

	Zeer weinig 1	2	3	4	Zeer veel 5
De uitgangspunten van SOM	○	○	○	○	○
Het omgaan met weerstand ten opzichte van SOM	○	○	○	○	○
Het delegeren van leiderschap	○	○	○	○	○
Bevorderen van een sfeer van zorgzaamheid en vertrouwen	○	○	○	○	○
Het faciliteren van effectieve communicatie	○	○	○	○	○
Het faciliteren van mogelijkheden om van elkaar te leren (in het kader van SOM)	○	○	○	○	○
Het evalueren van onderwijs om de effectiviteit te verbeteren	○	○	○	○	○

In hoeverre zijn de thema's aan bod gekomen in deze PLG sessie?

	Zeer weinig 1	2	3	4	Zeer veel 5
Professioneel ontwikkelen: Observing (van aanleiding naar motief)	○	○	○	○	○
Persoonlijk leren: Waar sta je nu? (de sleutel tot leren)	○	○	○	○	○

Afsluiting

Hartelijk dank voor het invullen van deze enquête!

[   ]

Appendix D

Coaches online survey II (Qualtrics)

UNIVERSITY OF TWENTE.

Beste deelnemer,

Hartelijk dank voor het openen van deze enquête.
Door uw mening te geven helpt u mee met het verbeteren van toekomstige Professionele
Leergemeenschappen (PLGs) in het kader van de duurzame implementatie van SOM.

Het invullen kost ongeveer 10 minuten.

Waar gaat het onderzoek over?
In opdracht van het Lectoraat Innovatief en Effectief onderwijs, doen wij onderzoek naar de PLG
rondom onderwijskundig leiderschap ten behoeve van SOM. Met deze vragenlijst willen we meer
zicht krijgen op de belangrijke processen in de PLG, die bijdragen aan de professionele en
persoonlijke ontwikkeling van de PLG-deelnemers. Deze inzichten kunnen worden gebruikt om de
inrichting van toekomstige PLG's binnen Saxion te optimaliseren.
U heeft hierover in de e-mail met deze uitnodiging meer informatie over ontvangen.
Heeft u nog vragen over deze onderzoeken? Neem dan contact op via:

Toestemming
We vragen in deze enquête naar uw persoonlijke gegevens met het doel de vragenlijsten na
bijeenkomst 2 en 3 te kunnen koppelen. Voor de analyses zullen de gegevens worden
geanonimiseerd. In de rapportage zorgen wij ervoor dat de antwoorden niet te herleiden zijn naar
personen.

○ Akkoord

UNIVERSITY OF TWENTE.

vraag 1. Kunt u een beschrijving geven van de activiteiten die hebben plaatsgevonden tijdens de afgelopen drie PLG sessies?

vraag 2. In hoeverre waren **deze activiteiten** belangrijk voor (het ontstaan van) de volgende dialoog aspecten?

	Onbelangrijk 1	2	3	4	Zeer belangrijk 5
openstaan voor andere perspectieven	○	○	○	○	○
tijdens de gesprekken reflecteren	○	○	○	○	○
elkaar kritisch durven te bevragen en/of durven door te vragen	○	○	○	○	○
argumenten geven voor ingenomen standpunten	○	○	○	○	○
durven te praten over valkuilen in de eigen praktijk	○	○	○	○	○
durven te praten over gemaakte vergissingen in de eigen paktijk	○	○	○	○	○
feedback geven aan elkaar	○	○	○	○	○
feedback vragen aan elkaar	○	○	○	○	○

vraag 3. Ik heb in de afgelopen sessies ervaren dat deze activiteiten hebben bijgedragen aan de volgende leiderschapspraktijken

	Volledig oneens 1	2	3	4	Volledig eens 5
Ontwikkelen van visie en geven van richting	○	○	○	○	○
Begrijpen en ontwikkelen van mensen	○	○	○	○	○
Ontwikkelen van de organisatie	○	○	○	○	○

Vraag 4. Ik heb in deze derde PLG sessie ervaren dat **ik als coach**...

	Volledig oneens 1	2	3	4	Volledig eens 5
opensta voor andere perspectieven	○	○	○	○	○
tijdens de gesprekken reflecteer	○	○	○	○	○
de deelnemers kritisch bevraag en/of doorvraag	○	○	○	○	○
argumenten geef voor ingenomen standpunten	○	○	○	○	○
durf te praten over valkuilen uit mijn eigen (praktijk)ervaring	○	○	○	○	○
durf te praten over gemaakte vergissingen uit mijn eigen praktijk ervaring	○	○	○	○	○
feedback geef aan deelnemers	○	○	○	○	○
feedback vraag aan deelnemers	○	○	○	○	○
feedback vraag aan de andere coach	○	○	○	◉	○
feedback geef aan de andere coach	○	○	○	○	○

Vraag 5. Ik heb in deze derde sessie ervaren dat de **PLG deelnemers**...

	Volledig oneens 1	2	3	4	Volledig eens 5
openstaan voor andere perspectieven	○	○	○	○	○
tijdens de gesprekken reflecteren	○	○	○	○	○
elkaar kritisch durven te bevragen en/of durven door te vragen	○	○	○	○	○
argumenten geven voor ingenomen standpunten	○	○	○	○	○
durven te praten over valkuilen in hun eigen praktijk	○	○	○	○	○
durven te praten over gemaakte vergissingen in hun eigen praktijk	○	○	○	○	○
feedback geven aan elkaar	○	○	○	○	○

Vraag 6. Tijdens deze derde PLG sessie durfden de PLG deelnemers zich volledig te uiten

	Volledig oneens 1	2	3	4	Volledig eens 5
Met eigen inbreng komen	○	○	○	○	○
Reageren op andere deelnemers	○	○	○	○	○
Reageren op coaches	○	○	○	○	○

Vraag 7. In welke mate zijn de volgende gegevens tijdens de gesprekken in deze derde sessie gebruikt?

	Zeer weinig 1	2	3	4	Zeer veel 5
Eigen onderwijspraktijkervaringen	○	○	○	○	○
Persoonlijke ervaringen	○	○	○	○	○
Wetenschappelijke literatuur	○	○	○	○	○
Vakbladen	○	○	○	○	○
Opgeschreven ervaringen (Logboekje)	○	○	○	○	○
Meegebrachte gegevens/materialen uit de eigen onderwijspraktijk	○	○	○	○	○

Vraag 8. In welke mate typeren de onderstaande beschrijvingen **de interactie tussen de deelnemers** in deze derde PLG sessie?

	Zeer weinig 1	2	3	4	Zeer veel 5
Deelnemers delen weinig persoonlijke/praktijk ervaringen	○	○	○	○	○
Deelnemers delen persoonlijke/praktijkervaringen	○	○	○	○	○
Deelnemers reflecteren op eigen persoonlijke ervaringen	○	○	○	○	○
Deelnemers reflecteren op eigen ervaringen en die van andere PLG deelnemers	○	○	○	○	○

Vraag 9. In welke mate typeren de onderstaande beschrijvingen **de interactie tussen deelnemers en coach(es)** in deze derde PLG sessie?

	Zeer weinig 1	2	3	4	Zeer veel 5
Coaches vragen <u>niet</u> aan deelnemers om persoonlijke/praktijkervaringen te delen	○	○	○	○	○
Coaches vragen <u>niet door</u> als deelnemers persoonlijke/ praktijkervaringen delen	○	○	○	○	○
Coaches vragen <u>wel door</u>, deelnemers gaan hier <u>niet</u> op in	○	○	○	○	○
Coaches vragen <u>wel</u> door, deelnemers gaan hier <u>wel</u> op in	○	○	○	○	○

Vraag 10. In welke mate zijn de leiderschapspraktijken voor de onderwijskundig leiders aan bod gekomen in deze derde PLG sessie.

	Zeer weinig 1	2	3	4	Zeer veel 5
De uitgangspunten van SOM	○	○	○	○	○
Het omgaan met weerstand ten opzichte van SOM	○	○	○	○	○
Het delegeren van leiderschap	○	○	○	○	○
Bevorderen van een sfeer van zorgzaamheid en vertrouwen	○	○	○	○	○
Het faciliteren van effectieve communicatie	○	○	○	○	○
Het faciliteren van mogelijkheden om van elkaar te leren (in het kader van SOM)	○	○	○	○	○
Het evalueren van onderwijs om de effectiviteit te verbeteren	○	○	○	○	○

Vraag 11. Ik heb in de **digitale context** van de afgelopen drie PLG sessies ervaren dat...

	Zeer oneens 1	2	3	4	Zeer eens 5
de PLG een veilige omgeving is voor alle deelnemers	○	○	○	○	○
de deelnemers makkelijk verbaal contact maakten met elkaar	○	○	○	○	○
de deelnemers makkelijk non-verbaal contact maakten met elkaar	○	○	○	○	○
er sprake is van een teamgevoel binnen de PLG	○	○	○	○	○

Opmerking. Heeft u nog aanvullende opmerkingen?

Appendix E

Educational leaders online survey I (Qualtrics)

UNIVERSITY OF TWENTE.

Beste deelnemer,

Hartelijk dank voor het openen van deze enquête.
Door uw mening te geven helpt u mee met het verbeteren van toekomstige Professionele Leergemeenschappen (PLGs) in het kader van de duurzame implementatie van SOM.

Het invullen kost ongeveer 10 minuten.

Waar gaat het onderzoek over?
In opdracht van het Lectoraat Innovatief en Effectief onderwijs, doen wij onderzoek naar de PLG rondom onderwijskundig leiderschap ten behoeve van SOM. Met deze vragenlijst willen we meer zicht krijgen op de belangrijke processen in de PLG, die bijdragen aan de professionele en persoonlijke ontwikkeling van de PLG-deelnemers. Deze inzichten kunnen worden gebruikt om de inrichting van toekomstige PLG's binnen Saxion te optimaliseren.
U heeft hierover in de e-mail met deze uitnodiging meer informatie over ontvangen.
Heeft u vragen over deze onderzoeken? Neem dan contact op via:

Toestemming
We vragen in deze enquête naar uw persoonlijke gegevens met het doel de vragenlijsten na bijeenkomst 2 en 3 te kunnen koppelen. Voor de analyses zullen de gegevens worden geanonimiseerd. In de rapportage zorgen wij ervoor dat de antwoorden niet te herleiden zijn naar personen.

○ Akkoord

Wat is uw huidige functie?

Hoeveel jaren werkervaring heeft u in uw huidige functie?

Bij welke opleiding bent u werkzaam?

Hoe heeft u de aanloop naar de PLG sessies ervaren?

Op het gebied van...

	Zeer onprettig 1	2	3	4	Zeer prettig 5
communicatie	◯	◯	◯	◯	◯
planning	◯	◯	◯	◯	◯
voorbereiding	◯	◯	◯	◯	◯

Wat is de reden dat u deelneemt aan dit PLG leertraject?

Wat is uw persoonlijke leervraag?

Wat vond u van deze PLG sessie?

	Volledig oneens 1	2	3	4	Volledig eens 5
Inzichtelijk voor mijn directe onderwijspraktijk	◯	◯	◯	◯	◯
Inzichtelijk voor mijn professionele ontwikkeling als onderwijskundig leider	◯	◯	◯	◯	◯
Praktisch bruikbaar voor mijn directe onderwijspraktijk	◯	◯	◯	◯	◯
Praktisch bruikbaar voor mijn professionele ontwikkeling als onderwijskundig leider	◯	◯	◯	◯	◯

Kunt u aangeven in welke mate u de leiderschapspraktijken <u>voorafgaand</u> aan deze PLG sessie heeft ontwikkeld?

	Dit heb ik nog niet goed ontwikkeld 1	2	3	4	Dit heb ik al goed ontwikkeld 5
Visie SOM en Saxion	○	○	○	○	○
Ontwikkelen van gezamenlijke doelen en doelstellingen bevorderen	○	○	○	○	○
Hoge verwachtingen hebben	○	○	○	○	○
Individuele steun bieden	○	○	○	○	○
Intellectuele stimulans bieden	○	○	○	○	○
Tonen van goed professioneel gedrag	○	○	○	○	○
Talentmanagement	○	○	○	○	○
Structuren voor gezamenlijke besluitvorming ontwikkelen	○	○	○	○	○
Onderwijskundige steun bieden	○	○	○	○	○

Kunt u aangeven in welke mate u de leiderschapspraktijken heeft ontwikkeld <u>tijdens</u> de PLG sessie?

	Dit heb ik nog niet goed ontwikkeld 1	2	3	4	Dit heb ik al goed ontwikkeld 5
Visie SOM en Saxion	○	○	○	○	○
Ontwikkelen van gezamenlijke doelen en doelstellingen bevorderen	○	○	○	○	○
Hoge verwachtingen hebben	○	○	○	○	○
Individuele steun bieden	○	○	○	○	○
Intellectuele steun bieden	○	○	○	○	○
Tonen van goed professioneel gedrag	○	○	○	○	○
Talentmanagement	○	○	○	○	○
Structuren voor gezamenlijke besluitvorming ontwikkelen	○	○	○	○	○
Onderwijskundige steun bieden	○	○	○	○	○

In welke mate zijn de de volgende punten aan bod gekomen in deze PLG sessie.

	Zeer weinig 1	2	3	4	Zeer veel 5
De uitgangspunten van SOM	○	○	○	○	○
Het omgaan met weerstand ten opzichte van SOM	○	○	○	○	○
Het delegeren van leiderschap	○	○	○	○	○
Bevorderen van een sfeer van zorgzaamheid en vertrouwen	○	○	○	○	○
Het faciliteren van effectieve communicatie	○	○	○	○	○
Het faciliteren van mogelijkheden om van elkaar te leren (in het kader van SOM)	○	○	○	○	○
Het evalueren van onderwijs om de effectiviteit te verbeteren	○	○	○	○	○

Welke van de onderstaande beschrijvingen typeert...

	de interactie tussen deelnemers in deze sessie het best?
Deelnemers delen weinig persoonlijke/praktijk ervaringen	○
Deelnemers delen persoonlijke/praktijkervaringen	○
Deelnemers reflecteren op eigen persoonlijke ervaringen	○
Deelnemers reflecteren op eigen ervaringen en die van andere PLG deelnemers	○

Welke van de onderstaande beschrijvingen typeert het best....

	de interactie tussen deelnemers en coach(es) in deze sessie?
Coaches vragen niet aan deelnemers om persoonlijke/praktijkervaringen te delen	○
Coaches vragen niet door als deelnemers persoonlijke/ praktijkervaringen delen	○
Coaches vragen wel door, deelnemers gaan hier niet op in	○
Coaches vragen wel door, deelnemers gaan hier wel op in	○

Tijdens deze PLG sessie durfde ik mij volledig te uitten

	Volledig oneens 1	2	3	4	Volledig eens 5
Met eigen inbreng komen	○	○	○	○	○
Reageren op andere deelnemers	○	○	○	○	○
Reageren op coaches	○	○	○	○	○

Op basis van welke gegevens hebben jullie in de PLG gesprekken gevoerd?
(Meerdere antwoorden mogelijk)

	Gegevens
Eigen onderwijspraktijkervaringen	☐
Persoonlijke ervaringen	☐
Wetenschappelijke literatuur	☐
Vakbladen	☐
Opgeschreven ervaringen (Logboekje)	☐
Meegebrachte gegevens/materialen uit de eigen onderwijspraktijk	☐

Ik heb in deze sessie ervaren dat de **Coaches**...

	Volledig oneens 1	2	3	4	Volledig eens 5
openstaan voor andere perspectieven	○	○	○	○	○
tijdens de gesprekken reflecteren	○	○	○	○	○
deelnemers kritisch durven te bevragen en/of durven door te vragen	○	○	○	○	○
argumenten geven voor ingenomen standpunten	○	○	○	○	○
durven te praten over valkuilen in hun eigen praktijk	○	○	○	○	○
durven te praten over gemaakte vergissingen in hun eigen praktijk	○	○	○	○	○
feedback geven aan deelnemers	○	○	○	○	○
feedback vragen van deelnemers	○	○	○	○	○

Ik heb in deze sessie ervaren dat de **PLG deelnemers**...

	Volledig oneens 1	2	3	4	Volledig eens 5
openstaan voor andere perspectieven	○	○	○	○	○
tijdens de gesprekken reflecteren	○	○	○	○	○
elkaar kritisch durven te bevragen en/of durven door te vragen	○	○	○	○	○
argumenten geven voor ingenomen standpunten	○	○	○	○	○
durven te praten over valkuilen in hun eigen praktijk	○	○	○	○	○
durven te praten over gemaakte vergissingen in hun eigen praktijk	○	○	○	○	○
feedback geven aan elkaar	○	○	○	○	○
feedback vragen aan elkaar	○	○	○	○	○

Afsluiting

Hartelijk dank voor het invullen van deze enquête!

Appendix F

Online Survey Educational Leaders II (Qualtrics)

UNIVERSITY OF TWENTE.

Beste deelnemer,

Hartelijk dank voor het openen van deze enquête.
Door uw mening te geven helpt u mee met het verbeteren van toekomstige Professionele
Leergemeenschappen (PLGs) in het kader van de duurzame implementatie van SOM.

Het invullen kost ongeveer 10 minuten.

Waar gaat het onderzoek over?
In opdracht van het Lectoraat Innovatief en Effectief onderwijs, doen wij onderzoek naar de PLG
rondom onderwijskundig leiderschap ten behoeve van SOM. Met deze vragenlijst willen we meer
zicht krijgen op de belangrijke processen in de PLG, die bijdragen aan de professionele en
persoonlijke ontwikkeling van de PLG-deelnemers. Deze inzichten kunnen worden gebruikt om de
inrichting van toekomstige PLG's binnen Saxion te optimaliseren.
U heeft hierover in de e-mail met deze uitnodiging meer informatie over ontvangen.
Heeft u vragen over deze onderzoeken? Neem dan contact op via:

Toestemming
We vragen in deze enquête naar uw persoonlijke gegevens met het doel de vragenlijsten na
bijeenkomst 2 en 3 te kunnen koppelen. Voor de analyses zullen de gegevens worden
geanonimiseerd. In de rapportage zorgen wij ervoor dat de antwoorden niet te herleiden zijn naar
personen.

○ Akkoord

UNIVERSITY OF TWENTE.

Vraag 1. Wat is uw huidige functie?

Vraag 2. Bij welke opleiding bent u werkzaam?

Vraag 3. Wat is het onderwerp van uw persoonlijke leervraag?

Vraag 4. In welke mate past uw persoonlijke leervraag bij de volgende leiderschapspraktijken?

	Niet of nauwelijks 1	2	3	4	Zeer veel 5
Ontwikkelen van visie en geven van richting	○	○	○	○	○
Begrijpen en ontwikkelen van mensen	○	○	○	○	○
Ontwikkelen van de organisatie	○	○	○	○	○
Onderwijsprogramma begeleiden/verbeteren	○	○	○	○	○

Vraag 5. Wat vond u van deze derde PLG sessie?

	Volledig oneens 1	2	3	4	Volledig eens 5
Inzichtelijk voor mijn directe onderwijspraktijk	○	○	○	○	○
Inzichtelijk voor mijn professionele ontwikkeling als onderwijskundig leider	○	○	○	○	○
Praktisch bruikbaar voor mijn directe onderwijspraktijk	○	○	○	○	○
Praktisch bruikbaar voor mijn professionele ontwikkeling als onderwijskundig leider	○	○	○	○	○

Vraag 6. Kunt u een beschrijving geven van de activiteiten die hebben plaatsgevonden tijdens de afgelopen drie PLG sessies?

Vraag 7. In hoeverre waren **deze activiteiten** belangrijk voor (het ontstaan van) de volgende dialoog aspecten?

	Onbelangrijk 1	2	3	4	Zeer belangrijk 5
openstaan voor andere perspectieven	○	○	○	○	○
tijdens de gesprekken reflecteren	○	○	○	○	○
elkaar kritisch durven te bevragen en/of durven door te vragen	○	○	○	○	○
argumenten geven voor ingenomen standpunten	○	○	○	○	○
durven te praten over valkuilen in de eigen praktijk	○	○	○	○	○
durven te praten over gemaakte vergissingen in de eigen paktijk	○	○	○	○	○
feedback geven aan elkaar	○	○	○	○	○
feedback vragen aan elkaar	○	○	○	○	○

Vraag 8. Ik heb in de afgelopen sessies ervaren dat deze activiteiten hebben bijgedragen aan de volgende leiderschapspraktijken

	Volledig oneens 1	2	3	4	Volledig eens 5
Ontwikkelen van visie en geven van richting	○	○	○	○	○
Begrijpen en ontwikkelen van mensen	○	○	○	○	○
Ontwikkelen van de organisatie	○	○	○	○	○
Onderwijsprogramma begeleiden/verbeteren	○	○	○	○	○

Vraag 9. In welke mate heeft u de leiderschapspraktijken **in de afgelopen twee weken** ontwikkeld?

	Niet of nauwelijks 1	2	3	4	Zeer veel 5
Visie SOM en Saxion	○	○	○	○	○
Ontwikkelen van gezamenlijke doelen en doelstellingen bevorderen	○	○	○	○	○
Hoge verwachtingen hebben	○	○	○	○	○
Individuele steun bieden	○	○	○	○	○
Intellectuele stimulans bieden	○	○	○	○	○
Tonen van goed professioneel gedrag	○	○	○	○	○
Talentmanagement	○	○	○	○	○
Structuren voor gezamenlijke besluitvorming ontwikkelen	○	○	○	○	○
Onderwijskundige steun bieden	○	○	○	○	○

Vraag 10. Kunt u deze ontwikkeling ook aan andere activiteiten (buiten de PLG sessies) toeschrijven, en zo ja welke?

[ ]

Vraag 11. In welke mate heeft u **in de afgelopen twee weken** gewerkt aan uw **persoonlijke leervraag?**

Niet of nauwelijks 1	2	3	4	Zeer veel 5

Vraag 12. In welke mate heeft u **in de afgelopen twee weken** gewerkt aan uw **gezamenlijke leervraag?**

Niet of nauwelijks 1	2	3	4	Zeer veel 5

Vraag 13. Kunt u deze beantwoording van de leervragen aan de activiteiten binnen de PLG sessies toeschrijven, en zo ja welke?

[ ]

Vraag 14. Kunt u aangeven in welke mate u de leiderschapspraktijken heeft ontwikkeld <u>tijdens</u> deze derde PLG sessie?

	Dit heb ik tijdens de sessie niet ontwikkeld 1	2	3	4	Dit heb ik tijdens de sessie sterk ontwikkeld 5
Visie SOM en Saxion	○	○	○	○	○
Ontwikkelen van gezamenlijke doelen en doelstellingen bevorderen	○	○	○	○	○
Hoge verwachtingen hebben	○	○	○	○	○
Individuele steun bieden	○	○	○	○	○
Intellectuele steun bieden	○	○	○	○	○
Tonen van goed professioneel gedrag	○	○	○	○	○
Talentmanagement	○	○	○	○	○
Structuren voor gezamenlijke besluitvorming ontwikkelen	○	○	○	○	○
Onderwijskundige steun bieden	○	○	○	○	○

Vraag15 In welke mate zijn de de volgende punten aan bod gekomen in deze derde PLG sessie?

	Zeer weinig 1	2	3	4	Zeer veel 5
De uitgangspunten van SOM	○	○	○	○	○
Het omgaan met weerstand ten opzichte van SOM	○	○	○	○	○
Het delegeren van leiderschap	○	○	○	○	○
Bevorderen van een sfeer van zorgzaamheid en vertrouwen	○	○	○	○	○
Het faciliteren van effectieve communicatie	○	○	○	○	○
Het faciliteren van mogelijkheden om van elkaar te leren (in het kader van SOM)	○	○	○	○	○
Het evalueren van onderwijs om de effectiviteit te verbeteren	○	○	○	○	○

Vraag 16. In welke mate typeren de onderstaande beschrijvingen de interactie tussen de deelnemers in deze derde PLG sessie?

	Zeer weinig 1	2	3	4	Zeer veel 5
Deelnemers delen weinig persoonlijke/praktijk ervaringen	○	○	○	○	○
Deelnemers delen persoonlijke/praktijkervaringen	○	○	○	○	○
Deelnemers reflecteren op eigen persoonlijke ervaringen	○	○	○	○	○
Deelnemers reflecteren op eigen ervaringen en die van andere PLG deelnemers	○	○	○	○	○

Vraag 17. In welke mate typeren de onderstaande beschrijvingen de interactie tussen deelnemers en coaches in deze derde PLG sessie?

	Zeer weinig 1	2	3	4	Zeer veel 5
Coaches vragen <u>niet</u> aan deelnemers om persoonlijke/praktijkervaringen te delen	○	○	○	○	○
Coaches vragen <u>niet door</u> als deelnemers persoonlijke/ praktijkervaringen delen	○	○	○	○	○
Coaches vragen <u>wel door</u>, deelnemers gaan hier <u>niet</u> op in	○	○	○	○	○
Coaches vragen <u>wel</u> door, deelnemers gaan hier <u>wel</u> op in	○	○	○	○	○

Vraag 18. In welke mate zijn de volgende gegevens tijdens de gesprekken in deze derde sessie gebruikt?

	Zeer weinig 1	2	3	4	Zeer veel 5
Eigen onderwijspraktijkervaringen	○	○	○	○	○
Persoonlijke ervaringen	○	○	○	○	○
Wetenschappelijke literatuur	○	○	○	○	○
Vakbladen	○	○	○	○	○
Opgeschreven ervaringen (Logboekje)	○	○	○	○	○
Meegebrachte gegevens/materialen uit de eigen onderwijspraktijk	○	○	○	○	○

Vraag 19. Tijdens deze derde PLG sessie durfde ik mij volledig te uiten...

	Volledig oneens 1	2	3	4	Volledig eens 5
Met eigen inbreng komen	○	○	○	○	○
Reageren op andere deelnemers	○	○	○	○	○
Reageren op coaches	○	○	○	○	○

Vraag 20. Ik heb in deze derde sessie ervaren dat de **Coaches**...

	Volledig oneens 1	2	3	4	Volledig eens 5
openstaan voor andere perspectieven	○	○	○	○	○
tijdens de gesprekken reflecteren	○	○	○	○	○
deelnemers kritisch durven te bevragen en/of durven door te vragen	○	○	○	○	○
argumenten geven voor ingenomen standpunten	○	○	○	○	○
durven te praten over valkuilen in hun eigen praktijk	○	○	○	○	○
durven te praten over gemaakte vergissingen in hun eigen praktijk	○	○	○	○	○
feedback geven aan deelnemers	○	○	○	○	○
feedback vragen van deelnemers	○	○	○	○	○

Vraag 21. Ik heb in deze derde sessie ervaren dat de **PLG deelnemers**...

	Volledig oneens 1	2	3	4	Volledig eens 5
openstaan voor andere perspectieven	○	○	○	○	○
tijdens de gesprekken reflecteren	○	○	○	○	○
elkaar kritisch durven te bevragen en/of durven door te vragen	○	○	○	○	○
argumenten geven voor ingenomen standpunten	○	○	○	○	○
durven te praten over valkuilen in hun eigen praktijk	○	○	○	○	○
durven te praten over gemaakte vergissingen in hun eigen praktijk	○	○	○	○	○
feedback geven aan elkaar	○	○	○	○	○
feedback vragen aan elkaar	○	○	○	○	○

Appendix G

Complete List of documents analysed (including links)

Documents selected	Data analysed	Link/Author
A personal learning question	Information about the conditions of personal learning question	Van Duiven, A. (2021). Een persoonlijke leervraag. Internal Saxion document: unpublished
201015 Structure of the learning community Educational leadership	Information about the PLC Educational Leadership	Hendriksen, L. (2020). 201015 opzet leercommunity Onderwijskundig leiderschap. Internal Saxion report: unpublished
201017 Profile tutor learning community educational leadership	Information about the conditions of the coach (tutor) of the PLC Educational Leadership	AvB [Unknown] (2020). 201017 Profiel tutor leercommunity onderwijskundig leiderschap. Internal Saxion report: unpublished
210107 Description PLG Educational Leadership version Nov. 2020	Information about the PLC Educational Leadership	Hendriksen, L. (2020). 210107 Beschrijving PLG Onderwijskundig leiderschap. Internal Saxion report: unpublished
210107 Description PLG Educational Leadership version Jan. 2021	Information about the PLC Educational Leadership	Hendriksen, L. (2020). 201015 opzet leercommunity Onderwijskundig leiderschap. Internal Saxion report: unpublished
Best practices student coach v 1.0	Information about the activities and role of a coach in a PLC	https://www.saxion.nl/binaries/ content/assets/studeren-bij/ voorzieningen/toptalent-community/best-practices -studentcoach-v1.0-engels.pdf
Guide for supervisor of community education Saxion	Information for a coach of a PLC	https://www.saxion.nl/binaries /content/assets/studeren-

OSS v1.0		bij/voorzieningen/toptalent-community/handreiking-begeleider-communityvorming-saxion-oss-v1.0.pdf
Activities manual for supervisor community development Saxion OSS v1.0.	Information about activities and the role of a coach in a PLC	https://www.saxion.nl/binaries/content/assets/studeren-bij/voorzieningen/toptalent-community/handreiking-werkvormen-voor-begeleider-communityvorming-saxion-oss-v1.0.pdf
200406 Eye model 1.5	Information about the underlying Saxion Honours Approach Eye-model	Lammers, M.,Van Duivenboden, A., Mardjan, N., Holkenborg, K. (2021) 200406 Eye model 1.5. Internal Saxion report: unpublished
Saxion Honours Approach Eye model v1.0	Information about the underlying Saxion Honours Approach Eye-model	Lammers, M.,Van Duivenboden, A., Mardjan, N., Holkenborg, K. (2021) Saxion Honours Approach Eye model v1.0. Internal Saxion report: unpublished

Appendix H

Semi-structured interviews – Interview I - coaches

1e INTERVIEW COACHES		| WK. 11
Doel van het onderzoek		Achterhalen hoe RD wordt gefaciliteerd en bijdraagt aan de leervragen en het gezamenlijke leerdoel van onderwijskundig leiders binnen de 2 Saxion PLGs.
Doel van het interview		• Achterhalen wat de beoogde leervragen zijn • Achterhalen wat de beoogde reflectieve dialoog is; (*wordt niet expliciet medegedeeld*) • Focus van onderzoek wordt (herhaald) benoemd.
Interview met		• Coaches
Soort vragen		• Open vragen, informeel, vriendelijk
Volgorde van vragen		Per thema (variabel) eerst feitelijke vragen, daarna meningsvragen en vervolgens hoe- en waarom-vragen (doorvragen)
Intro	5 min	• Voorstellen, doel interview, procedure, opnemen, anonimiteit • Tijdsduur: 30 minuten • Hoofdvragen: 4 met aantal doorvragen
Algemene vragen	3 min	1. Hoelang werkzaam in huidige professionele rol? 2. Ervaring met PLG?
Afronding	2 min	Bedankt voor de medewerking Afstemmen 2e interview week 16/17

PROFESSIONELE LEERGEMEENSCHAP (PLG)

1. Wanneer is de PLG in jouw ogen succesvol? ☐ Waarom is er gekozen voor vooraf vastgestelde doelen per sessie? ☐ Wat maakt dit de meest belangrijke aspecten? ☐ Zijn er nu al onderdelen die je anders zou doen bij een vervolgtraject?	5 minuten

REFLECTIEVE DIALOOG

2. Hoe geven jullie binnen de PLG als coach invulling aan de PLG voorwaarden vertrouwen en respect? **3. Wat is jouw beeld van een kritische dialoog? Hoe ziet dat er in de praktijk van een PLG leer traject uit?** ☐ Wat zijn hierbij verwachtte uitdagingen t.a.v. coaching? ☐ Verwacht gebruik literatuur, data, ervaring binnen de PLG? ☐ Verloop reflectieve dialoog – levels (kwaliteit van reflectieve dialoog) ? ☐ Verwachtte dialoog aspecten? ☐ Verwachtte te gebruiken methodiek?	10 minuten

LEERVRAGEN & LEERDOELEN

4. Hoe werken de deelnemers aan hun leerdoelen/leervragen? ☐ Leervragen; persoonlijk/professioneel? (Eye-model)? ☐ Verwachting inhoud leervragen? (Leiderschapspraktijken)? ☐ Verwachting integratie/implementatie van leervragen in de onderwijspraktijk? ☐ Waar verwachtte invloed op als coach en waar niet?	5 minuten

Appendix I

Semi-structured interviews – Interview II - coaches

2e INTERVIEW COACHES		| WK. 16-17
Doel van het onderzoek		• Achterhalen wat de aard en kwaliteit van reflectieve dialoog is binnen de Saxion PLGs. • Hoe de aard en kwaliteit van reflectieve dialoog wordt gefaciliteerd • Hoe de aard en kwaliteit van reflectieve dialoog bijdraagt aan (de ontwikkeling van) de persoonlijke leervraag van onderwijskundig leiders • Hoe de aard en kwaliteit van reflectieve dialoog bijdraagt aan (de ontwikkeling van) het gezamenlijke PLG leerdoel binnen Saxion.
Doel van het interview		• Achterhalen of de voorwaarden voor RD in de afgelopen 3 PLG sessies aanwezig was – concrete voorbeelden • Achterhalen wat proces m.b.t. Reflectieve Dialoog is geweest; Hoe werd het gefaciliteerd – welke activiteiten werden er gedaan om dialoogaspecten te bevorderen, mate van interactie. • Achterhalen welke van de zes dialoogaspecten in de afgelopen 3 PLG sessies naar voren zijn gekomen – concrete voorbeelden • Achterhalen welke aard (mate van interactie) zich heeft voorgedaan tussen de PLG deelnemers als ook tussen de coach(es) en de PLG deelnemers in de afgelopen 3 PLG sessies– concrete voorbeelden. • Achterhalen wat uitkomst tot nu toe m.b.t. R.D is; literatuur gebruik • Achterhalen wat proces m.b.t. leervragen is; persoonlijk + gezamenlijk – concrete voorbeelden • Achterhalen wat uitkomst tot nu toe m.b.t. leervragen is; gezamenlijk – concrete voorbeelden
Doel benoemd naar participant		Ik zou graag willen weten hoe jij de afgelopen drie PLG sessies hebt ervaren en ben erg benieuwd naar jouw perspectief. Ik kijk specifiek in mijn onderzoek naar de gesprekken; de zgn. RD en wat voor relatie die dan eventueel heeft gehad met zowel de individuele leervraag als het gezamenlijke leerdoel.
Interview met		• Coaches
Soort vragen		• Open vragen, informeel, vriendelijk
Volgorde van vragen		Per thema (variabel) eerst feitelijke vragen, daarna meningsvragen en vervolgens hoe- en waarom-vragen (doorvragen)
Intro	1 min	• Doel interview, procedure, opnemen, anonimiteit • Tijdsduur: +/- 30 minuten korte terugkoppeling - • Hoofdvragen: 6 met aantal doorvragen
Algemene vraag	3 min	**I.** Is je beeld nog veranderd over wanneer de PLG succesvol is? (Benoem specifieke vb's uit eerdere interviews per coach)
Afronding	1 min	• Bedankt voor de medewerking

PROFESSIONELE LEERGEMEENSCHAP (PLG)	5 minuten
1. Hoe was de sfeer in de PLG in de afgelopen drie PLG sessies?	

Bij alle vragen wordt om een concreet voorbeeld gevraagd.
☐ 1.1 Hoe kreeg je het idee dat er vertrouwen was tussen de PLG deelnemers? (uitingen deelnemers?)
☐ 1.2 Hoe kreeg je het idee dat er vertrouwen was tussen de PLG deelnemers en de coach(es)?
☐ 1.3 Wat maakte dat er veiligheid + RESPECT was binnen de groep?
☐ 1.4 Wat was je eigen rol daarin?
☐ 1.5 Wat was de rol van je medecoach daarin?
☐ 1.6 Wat heb je concreet gedaan? (Welke activiteiten/oefeningen hebben hierbij geholpen?)
☐ 1.7 Wat was de rol van de PLG deelnemers daarin? Wat hebben zij concreet gedaan?

• Achterhalen of de voorwaarden voor RD in de afgelopen 3 PLG sessies aanwezig was – concrete voorbeelden
• Achterhalen wat proces m.b.t. Reflectieve Dialoog is geweest; Hoe werd het gefaciliteerd – welke activiteiten werden er gedaan om dialoogaspecten te bevorderen, mate van interactie.

REFLECTIEVE DIALOOG

2. Dialoogaspecten [kwaliteit]	10 minuten

Bij alle vragen wordt om een concreet voorbeeld gevraagd.
☐ Waar aan was te merken dat de deelnemers openstonden voor andere perspectieven?
☐ Waar aan was te merken dat de deelnemers tijdens de gesprekken reflecteerden?

☐ Waar aan was te merken dat de deelnemers elkaar kritisch durfden te bevragen en/of durfden door te vragen?

☐ Waar aan was te merken dat de deelnemers argumenten gaven voor ingenomen standpunten?

☐ Waar aan was te merken dat de deelnemers durfden te praten over valkuilen in hun eigen praktijk?

☐ Waar aan was te merken dat de deelnemers durfden te praten over gemaakte vergissingen in hun eigen praktijk?

☐ Waar aan was te merken dat de deelnemers feedback gaven elkaar?

☐ Waar aan was te merken dat de deelnemers feedback vroegen aan elkaar?

☐ Wat heb je concreet gedaan om dit te bevorderen/stimuleren/ondersteunen?

☐ Welke activiteiten/oefeningen hebben hierbij geholpen? Gebruik hierbij overzicht activiteiten

3. Mate van interactie – levels [aard]

Bij alle vragen wordt om een concreet voorbeeld gevraagd.

☐ Hoe werd er gereageerd op de ervaringen die onderling werden gedeeld? (Feedback, elkaar bevragen)

☐ Waar aan was te merken dat de deelnemers reflecteerden op eigen ervaringen en die van andere PLG deelnemers?

☐ Waar aan was te merken dat de deelnemers ingingen op jou wanneer je doorvroeg? Hoe vroeg je door?

☐ Wat heb je concreet gedaan om dit te bevorderen/stimuleren/ondersteunen?

☐ Welke activiteiten/oefeningen hebben hierbij geholpen? Gebruik hierbij overzicht activiteiten

4. Ervaring – data – literatuur [gegevens]

Bij alle vragen wordt om een concreet voorbeeld gevraagd.

☐ Wat is er uiteindelijk naast de ervaringen gebruikt in de PLG gesprekken door jou als coach en/of deelnemers?

☐ Hoe zijn de logboekjes gebruikt in de afgelopen PLG sessies? Zijn er logboekjes gebruikt?

• Achterhalen welke van de zes dialoogaspecten in de afgelopen 3 PLG sessies naar voren zijn gekomen – concrete voorbeelden

• Achterhalen welke aard (mate van interactie) zich heeft voorgedaan tussen de PLG deelnemers als ook tussen de coach(es) en de PLG deelnemers in de afgelopen 3 PLG sessies– concrete voorbeelden.

• Achterhalen wat uitkomst tot nu toe m.b.t. R.D is; literatuur gebruik

LEERVRAGEN

5. Hoe is er de afgelopen 3 sessies door de deelnemers gewerkt aan hun persoonlijke leervraag? En worden er nog doelen/eisen/voorwaarden gesteld aan deze persoonlijke leervraag?	10 minuten

Bij alle vragen wordt om een concreet voorbeeld gevraagd.

☐ Welke gesprekken zijn hierover gevoerd?

☐ Was er een link met één of meerdere dialoogaspecten?

☐ Welke dialoogaspect denk je dat het meest van invloed zou kunnen zijn geweest op het ondersteunen/ stimuleren van de persoonlijke leervraag?

☐ Wat heb je concreet gedaan om dit te bevorderen/stimuleren/ondersteunen?

☐ Welke activiteiten/oefeningen hebben hierbij geholpen? [Gebruik hierbij overzicht

☐ Waren de huiswerkopdrachten alleen gelinkt aan de individuele leervraag of ook aan de gezamenlijke leervraag?

6. Hoe is er de afgelopen 3 sessies door de deelnemers gewerkt aan hun gezamenlijke leerdoel?

Bij alle vragen wordt om een concreet voorbeeld gevraagd.

☐ Welke gesprekken zijn hierover gevoerd?

☐ Welke dialoogaspect denk je dat het meest van invloed zou kunnen zijn geweest op het ondersteunen/ stimuleren van de gezamenlijke leervraag?

☐ Wat heb je concreet gedaan om dit te bevorderen/stimuleren/ondersteunen?

☐ Welke activiteiten/oefeningen hebben hierbij geholpen?

☐ Wat is de concrete link die de deelnemer kan merken met het Eye-model met enerzijds zijn persoonlijke leervraag en anderzijds het gezamenlijke leerdoel?

• Achterhalen wat proces m.b.t. leervragen/leerdoel is; persoonlijk + gezamenlijk – concrete voorbeelden

• Achterhalen wat uitkomst tot nu toe m.b.t. leervragen/ leerdoel is; persoonlijk + gezamenlijk – concrete voorbeelden

Appendix J

Semi-structured interviews – Interview I - Educational Leaders

PROFESSIONELE LEERGEMEENSCHAP (PLG)

1. Wanneer is de PLG in jouw ogen succesvol? [om vergelijking met coaches te kunnen maken] ☐ Wat maakt dit voor jou de meest belangrijke aspecten? ☐ Zijn er nu al onderdelen die je anders zou willen zien bij een vervolgtraject? ☐ Wat is de reden dat u deelneemt aan dit PLG leertraject?	3 minuten
• Om iets te kunnen zeggen over verwachte leeropbrengsten n.a.v. PLG traject	

REFLECTIEVE DIALOOG

2. Hoe ziet reflectieve dialoog in de praktijk van een PLG leertraject er volgens jou uit?	10 minuten

☐ <u>Ervaren verloop reflectieve dialoog (aard) binnen de PLG</u>

• Hoe heb jij de gesprekken ervaren?

In de enquête wordt de volgende keus aangegeven:

 • Je gaf in de enquête aan dat…

[Vraag 13]

Tijdens deze PLG sessie durfde ik mij volledig te uitten…[5 punt Likertschaal zeer oneens – zeer eens] (voorwaardes RD)

• Met eigen inbreng komen • Reageren op andere deelnemers • Reageren op coaches

In de enquête wordt de volgende keus aangegeven:

 • Je gaf in de enquête aan dat…

[Vraag 11] Welke past het best bij de interactie in de ervaren sessies? (aard)

• Deelnemers delen weinig persoonlijke/praktijk ervaringen

• Deelnemers delen persoonlijke/praktijk ervaringen

• Deelnemers reflecteren op eigen persoonlijke ervaringen

• Deelnemers reflecteren op eigen ervaringen en die van andere PLG deelnemers

In de enquête wordt de volgende keus aangegeven:

• Je gaf in de enquête aan dat…

[Vraag 12] Welke past het best?

• Coaches vragen niet aan deelnemers om persoonlijke/praktijkervaringen te delen (facilitering)

• Coaches vragen niet door als deelnemers persoonlijke/praktijkervaringen delen

• Coaches vragen wel door, deelnemers gaan hier niet op in

• Coaches vragen wel door, deelnemers gaan hier wel op in.

• Kun je een concreet voorbeeld geven?

☐ <u>Ervaren dialoog aspecten (kwaliteit) binnen de PLG (vanuit coaches en deelnemers)</u>

• Hoe heb jij de gesprekken ervaren?

In de enquête wordt de volgende keus aangegeven:

• Je gaf in de enquête aan dat…

[Vraag 15 + 16]

Ik heb in deze sessie ervaren dat de coaches/deelnemers (kwaliteit)

• openstaan voor andere perspectieven • tijdens de gesprekken reflecteren • deelnemers kritisch durven te bevragen en/of durven te vragen

• argumenten geven voor ingenomen standpunten • durven te praten over valkuilen in hun eigen praktijk

• durven te praten over gemaakte vergissingen in hun eigen praktijk • feedback geven aan deelnemers • feedback vragen van deelnemers

• Kun je een concreet voorbeeld geven?

☐ <u>Ervaren gebruik literatuur, data, ervaring binnen de PLG</u>

In de enquête wordt de volgende keus aangegeven:

• Je gaf in de enquête aan dat…

[Vraag 14]

• Eigen onderwijspraktijkervaringen • Persoonlijke ervaringen • Wetenschappelijke literatuur • Vakbladen

• Opgeschreven ervaringen (logboekje) • Meegebrachte gegevens/materialen uit de eigen onderwijspraktijk

• Kun je een concreet voorbeeld geven?

☐ <u>Ervaren eventuele methodiek binnen de PLG</u>

In de enquête wordt de volgende keus aangegeven:

• Je gaf in de enquête aan dat…

[Vraag 15 + 16]

Ik heb in deze sessie ervaren dat de coaches/deelnemers

• Kun je een concreet voorbeeld geven?

☐ <u>Wat zijn hierbij ervaren uitdagingen t.a.v. deelname aan zo'n reflectieve dialoog binnen de PLG?</u>

• Wat vonden de coaches uitdagend naar jouw mening • Wat vonden de andere deelnemers uitdagend naar jouw mening? • Wat vond je zelf uitdagend? • Kun je een concreet voorbeeld geven?
• Achterhalen welke mate van RD (aard) aan bod is gekomen in de PLG – link met vragenlijst • Achterhalen welke RD aspecten (kwaliteit) aan bod is gekomen in de PLG – link met vragenlijst

LEERVRAGEN & LEERDOELEN

3. Je gaf in de enquête aan dat jouw persoonlijke leervraag … was/ Wat is je persoonlijke leervraag?	10 minuten

☐ Ervaren integratie/implementatie van persoonlijke leervraag in onderwijspraktijk
  • Ben je de afgelopen periode verder gekomen met de beantwoording van je persoonlijke leervraag?
  • Wat was de rol van de PLG activiteiten bij de beantwoording hiervan?
  • Welke andere activiteiten hebben bijgedragen aan de verdere beantwoording hiervan?
  • We hadden het net al de reflectieve dialoog en wat daar zoal bij hoort. Welke elementen* uit die gesprekken hebben volgens jou bijgedragen aan (de beantwoording van) van jou leervraag?
  * Elementen: rol van de coaches, rol van de andere deelnemers, dialoogaspecten, mate van RD

4. Wat is jullie gezamenlijke leerdoel in de PLG?

☐ Ervaren integratie/implementatie van gezamenlijk leerdoel in onderwijspraktijk
  • Ben je de afgelopen periode verder gekomen met de beantwoording van dit gezamenlijke leerdoel?
  • Wat was de rol van de PLG activiteiten bij de beantwoording hiervan?
  • Welke andere activiteiten hebben bijgedragen aan de verdere beantwoording hiervan?
  • We hadden het net al de reflectieve dialoog en wat daar zoal bij hoort. Welke elementen* uit die gesprekken hebben volgens jou bijgedragen aan (de beantwoording van) dit gez. leerdoel?
  * Elementen: rol van de coaches, rol van de andere deelnemers, dialoogaspecten, mate van RD

• Achterhalen welke RD aspecten (kwaliteit) in relatie tot de persoonlijke leervraag besproken is • Achterhalen wat voor meerwaarde de RD aspecten (kwaliteit) hadden voor de persoonlijke leervraag van de onderwijskundig leider • Achterhalen welke RD aspecten (kwaliteit) aan bod zijn gekomen in relatie tot de professionele gezamenlijke leervraag/het gezamenlijke leerdoel • Achterhalen welke mate van RD (aard) aan bod is gekomen in relatie tot de persoonlijke leervraag • Achterhalen welke mate van RD (aard) aan bod zijn gekomen in relatie tot de professionele gezamenlijke leervraag/het gezamenlijke leerdoel

Appendix K

Semi-structured interviews – Interview II - Educational Leaders

2ᵉ INTERVIEW ONDERWIJSKUNDIG LEIDERS		WK. 17
Doel van het onderzoek		• Achterhalen wat de aard en kwaliteit van reflectieve dialoog is binnen de Saxion PLGs. • Hoe de aard en kwaliteit van reflectieve dialoog wordt gefaciliteerd • Hoe de aard en kwaliteit van reflectieve dialoog bijdraagt aan (de ontwikkeling van) de persoonlijke leervraag van onderwijskundig leiders. • Hoe de aard en kwaliteit van reflectieve dialoog bijdraagt aan (de ontwikkeling van) de gezamenlijke PLG leervraag binnen Saxion.
Doel van het interview		**RD Kwaliteit** • Achterhalen welke RD aspecten (kwaliteit) in relatie tot de persoonlijke leervraag besproken is • Achterhalen wat voor meerwaarde de RD aspecten (kwaliteit) hadden voor de persoonlijke leervraag van de onderwijskundig leider • Achterhalen welke RD aspecten (kwaliteit) aan bod zijn gekomen in relatie tot de professionele gezamenlijke leervraag/het gezamenlijke leerdoel **RD Aard** • Achterhalen welke mate van RD (aard) aan bod is gekomen in relatie tot de persoonlijke leervraag. • Achterhalen welke mate van RD (aard) aan bod zijn gekomen in relatie tot de professionele gezamenlijke leervraag/het gezamenlijke leerdoel **Leervragen persoonlijk** • Achterhalen wat proces m.b.t. leervragen is; persoonlijk + gezamenlijk – concrete voorbeelden **Leervragen gezamenlijk** • Achterhalen wat uitkomst tot nu toe m.b.t. leervragen is; gezamenlijk – concrete voorbeelden
Doel benoemd naar participant		Ik zou graag willen weten wat jij hebt ervaren in de eerste twee PLG sessies en ben erg benieuwd naar jouw perspectief. Ik kijk specifiek in mijn onderzoek naar de gesprekken; de zgn. RD en wat voor relatie die dan eventueel heeft gehad met zowel de individuele leervraag als het gezamenlijke leerdoel.
Interview met		• Onderwijskundig leiders
Soort vragen		• Open vragen, informeel, vriendelijk
Volgorde van vragen		Per thema (variabel) eerst feitelijke vragen, daarna meningsvragen en vervolgens hoe- en waarom-vragen (doorvragen)
Intro	1 min	• doel interview, procedure, opnemen, anonimiteit • Tijdsduur: +/- 30 minuten • Hoofdvragen:6 met aantal doorvragen
Algemene vragen	3 min	**I.** Hoe heb je de sfeer in de afgelopen 3 PLG sessies ervaren? **II.** Durfde je te uitten in sessie 3? Was dit anders dan in sessie 1 & 2?
Afronding	1 min	• Bedankt voor de medewerking

REFLECTIEVE DIALOOG	10 minuten

1. Delen van eigen onderwijspraktijk ervaring

☐ 1.1 Heb je een eigen (onderwijspraktijk) ervaring gedeeld in de afgelopen PLG sessie?

☐ 1.2 Heb jij tijdens het delen van deze ervaring ook hier op gereflecteerd?

☐ 1.3 Waar ging het over? (Onderwerp; in grote lijnen)

☐ 1.4 Hoe reageerden de andere deelnemers op jouw gedeelde ervaring?

☐ 1.5 Wat deden zij concreet?

☐ 1.6 Stelden zij verduidelijkende vragen?/ Vroegen zij door?

☐ 1.7 Hoe reageerden de coaches op jouw gedeelde ervaring?

REFLECTIEVE DIALOOG

☐ 1.8 Stelden zij verduidelijken vragen? / Vroegen zij door?

☐ 1.9 Wat deden zij concreet?

2. Dialoogaspecten [kwaliteit]

Bij alle vragen wordt om een concreet voorbeeld gevraagd.

☐ Waar aan was te merken dat jij/deelnemers openstonden voor andere perspectieven?

☐ Waar aan was te merken dat jij/deelnemers tijdens de gesprekken reflecteerden?

☐ Waar aan was te merken dat jij/deelnemers elkaar kritisch durfden te bevragen en/of durfden door te vragen?

☐ Is er sprake geweest van analyseren – hypothese vormen – achter de oorzaak/aard komen van iets?

☐ Waar aan was te merken dat jij/deelnemers argumenten gaven voor ingenomen standpunten?

☐ Waar aan was te merken dat jij/deelnemers durfden te praten over valkuilen in hun eigen praktijk?

☐ Waar aan was te merken dat jij/deelnemers feedback gaven elkaar?

☐ Waar aan was te merken dat jij/deelnemers feedback vroegen aan elkaar?

☐ Wat heb jezelf/de coaches concreet gedaan om dit te bevorderen/stimuleren/ondersteunen?

☐ Welke activiteiten/oefeningen hebben hierbij geholpen?

3. Mate van interactie – levels [aard]

Bij alle vragen wordt om een concreet voorbeeld gevraagd.

☐ Hoe werd er gereageerd op de ervaringen die onderling werden gedeeld? (Feedback, elkaar bevragen)

☐ Waar aan was te merken dat jij/deelnemers reflecteerden op eigen ervaringen en die van andere PLG deelnemers?

☐ Waar aan was te merken dat jij/deelnemers ingingen op jou wanneer jij/de coaches doorvroegen? Hoe vroeg jij/de coaches door?

☐ Wat heb jezelf/coaches concreet gedaan om dit te bevorderen/stimuleren/ondersteunen?

☐ Welke activiteiten/oefeningen hebben hierbij geholpen?

4. Ervaring – data – literatuur [gegevens]

Bij alle vragen wordt om een concreet voorbeeld gevraagd.

☐ Wat is er uiteindelijk naast de ervaringen gebruikt in de PLG gesprekken door de coach en/of deelnemers?

☐ Hoe zijn de logboekjes gebruikt in de afgelopen PLG sessies?

• Achterhalen welke mate van RD (aard) aan bod is gekomen in de PLG – link met vragenlijst
• Achterhalen welke RD aspecten (kwaliteit) aan bod is gekomen in de PLG – link met vragenlijst

LEERVRAGEN

5a. Ervaren integratie/implementatie van persoonlijke leervraag in onderwijspraktijk	10 minuten

☐ Ben je de afgelopen periode verder gekomen met de beantwoording van je persoonlijke leervraag?

☐ Wat was de rol van de PLG activiteiten/oefeningen bij de beantwoording hiervan?

☐ Welke andere activiteiten hebben bijgedragen aan de verdere beantwoording hiervan?

5b. **Welke elementen* uit die gesprekken hebben volgens jou bijgedragen aan (de beantwoording/ontwikkeling van) van jouw leervraag?** *Concrete voorbeelden gevraagd*

   * Elementen: dialoogaspecten, mate van RD, rol van de coaches, rol van de andere deelnemers

6a. Ervaren integratie/implementatie van gezamenlijk leerdoel in onderwijspraktijk

☐ Ben je de afgelopen periode verder gekomen met de beantwoording van dit gezamenlijke leerdoel?

☐ Welke activiteiten/oefeningen heb je zoal gedaan binnen de afgelopen 3 PLGS?

☐ Wat was de rol van de PLG activiteiten bij de beantwoording hiervan?

☐ Welke andere activiteiten hebben bijgedragen aan de verdere beantwoording hiervan?

☐ We hadden het net al de reflectieve dialoog en wat daar zoal bij hoort.

6b. Welke elementen* uit die gesprekken hebben volgens jou bijgedragen aan (de beantwoording van) dit gezamenlijke leerdoel? *Concrete voorbeelden gevraagd*

   * Elementen: dialoogaspecten, mate van RD, rol van de coaches, rol van de andere deelnemers

• Achterhalen welke RD aspecten (kwaliteit) in relatie tot de persoonlijke leervraag besproken is
• Achterhalen wat voor meerwaarde de RD aspecten (kwaliteit) hadden voor de persoonlijke leervraag van de onderwijskundig leider
• Achterhalen welke RD aspecten (kwaliteit) aan bod zijn gekomen in relatie tot de professionele gezamenlijke leervraag/het gezamenlijke leerdoel
• Achterhalen welke mate van RD (aard) aan bod is gekomen in relatie tot de persoonlijke leervraag
• Achterhalen welke mate van RD (aard) aan bod zijn gekomen in relatie tot de professionele gezamenlijke leervraag/het gezamenlijke leerdoel

Appendix L

Detailed quality control criteria: authenticity, credibility, representativeness

Questions and circumstances regarding: authenticity, credibility, representativeness

Nine Questions of Bryman (2012)	Five Circumstances of Ahmed (2010)
1. Who produced the document?	1. When the document does not make sense or has obvious errors
2. Why was the document produced?	
3. Was the person or group that produced the document in a position to write authoritatively about the subject or issue?	2. When there are internal inconsistencies in terms of style, content and so on
4. Is the material genuine?	
5. Did the person or group have an axe to grind and if so can you identify a particular slant?	3. When there are different versions of the same document
6. Is the document typical of its kind and if not is it possible to establish how untypical it is in and in what ways?	4. When the version available is derived from a dubious, suspicious or unreliable secondary source
7. Is the meaning of the document clear?	
8. Can you confirm the events or accounts presented in the document?	5. When the document has been in the hands of a person or persons with vested interest in a particular reading of the text.
9. Are there different interpretations of the document from the one you offer and if so, what are they and why have you discounted them?	

Appendix M

Codebook

CODE	CATEGORY	SUB QUESTIONS (THEMES)
ATLAS TI 9		
CODE	CATEGORY	SUB QUESTIONS (THEMES)
Informed consent	**PROCEDURE INTERVIEW**	Discussion/Limitations
Voorstellen – procedure uitleg	**PROCEDURE INTERVIEW**	
Overig	OVERIG	
Algemene vraag	OVERIG	Case description
Saxion Onderwijs Model	OVERIG	Discussion/Limitations
Reflectieve dialoog	REFLECTIEVE DIALOOG	**Q1**
Veiligheid	RD VOORWAARDEN	**Q1**
Vertrouwen	RD VOORWAARDEN	**Q1**
Respect	RD VOORWAARDEN	**Q1**
Activiteit – RD voorwaarden	RD VOORWAARDEN	**Q1- Q4**
Afspraken/regels	RD VOORWAARDEN	**Q1**
Kritische reflectie	REFLECTIE	**Q1+Q4**
Methodiek Reflectie	REFLECTIE	**Q4**
3 W's	REFLECTIE	**Q4**
RD level interactie	RD LEVELS	**Q1**
Reflectie in gesprek – interactief	RD LEVELS	**Q1**
Reflectie in gesprek – individueel	RD LEVELS	**Q1**
Durven uiten	RD LEVELS	**Q1**
Balans: ervaring-literatuur-data	RD ASPECTS	**Q4** *Link met RD facilitering*
Doorvragen	RD ASPECTS	**Q1**
Logboekje	RD ASPECTS	**Q1**
RD Aspect 1 – Openstaan voor andere perspectieven	RD ASPECTS	**Q1**
RD Aspect 2 – Feedback	RD ASPECTS	**Q1**
RD Aspect 3 – Analyseren - eperimentation	RD ASPECTS	**Q1**
RD Aspect 4 – Onderbouwen van standpunten	RD ASPECTS	**Q1**
RD Aspect 5 – Kennis van buiten	RD ASPECTS	**Q1**
RD Aspect 6 – Reflectie	RD ASPECTS	**Q1**
Bewustwording gedrag PLG deelnemers	PERSOONLIJKE LEERVRAAG	**Q2**
Draken	PERSOONLIJKE LEERVRAAG	**Q2**
EYEMODEL	PERSOONLIJKE LEERVRAAG	*Onderliggende model PLC*
Eye-model – persoonlijke leervraag	PERSOONLIJKE LEERVRAAG	**Q2+Q3+Q4**
Geneigdheden	PERSOONLIJKE LEERVRAAG	**Q2**
Inhoud persoonlijke leervraag	PERSOONLIJKE LEERVRAAG	**Q2**
RD persoonlijke leervraag	PERSOONLIJKE LEERVRAAG	**Q2**
Talent	PERSOONLIJKE LEERVRAAG	**Q2**
Tegenkracht-weerstand	PERSOONLIJKE LEERVRAAG	**Q2**
Valkuilen	PERSOONLIJKE LEERVRAAG	**Q2**
Verlangen	PERSOONLIJKE LEERVRAAG	**Q2**
Verlangen – missiebepaling	PERSOONLIJKE LEERVRAAG	**Q2**
Verschil talent – kwaliteiten	PERSOONLIJKE LEERVRAAG	**Q2**
Verschil verlangen – verwachting	PERSOONLIJKE LEERVRAAG	**Q2**
Backcasting	GEZAMENLIJK LEERDOEL	**Q3**
Cultuurverandering	GEZAMENLIJK LEERDOEL	**Q3**

Inhoud gezamenlijk leerdoel	GEZAMENLIJK LEERDOEL	**Q3**
Leervraag- leerdoel – complementair	GEZAMENLIJK LEERDOEL	**Q2+3** *Hoort ook bij pers. leervraag*
Leiding geven	GEZAMENLIJK LEERDOEL	**Q3**
RD gezamenlijk leerdoel	GEZAMENLIJK LEERDOEL	**Q3**
Samenwerking	GEZAMENLIJK LEERDOEL	**Q3**
Verschil pers. Leervraag en gez. leerdoel	GEZAMENLIJK LEERDOEL	**Q2+3** *Hoort ook bij pers. leervraag*
Visie	GEZAMENLIJK LEERDOEL	**Q3**
Facilitering PLG	RD FACILITERING	**Q4**
Huiswerk	RD FACILITERING	**Q4**
Huiswerk – pers. leervraag	RD FACILITERING	**Q4**
Link activiteit persoonlijke leervraag	RD FACILITERING	**Q4**
Huiswerk gez. leerdoel	RD FACILITERING	**Q4**
Link activiteit gez. leerdoel	RD FACILITERING	**Q4**
Link activiteit RD	RD FACILITERING	**Q4**
Post-its	RD FACILITERING	**Q4**
Werkvormen	RD FACILITERING	**Q4** DOCUMENT ANALYSIS
Deelnemers actief betrekken	ROL VAN COACH	**Q4**
Gelijkwaardigheid	ROL VAN COACH	**Q4**
Mensen aanspreken	ROL VAN COACH	**Q4**
Mensen uitnodigen	ROL VAN COACH	**Q4**
Modellen	ROL VAN COACH	**Q4**
RD rol van de coach	ROL VAN COACH	**Q4**
Rolverdeling coaches	ROL VAN COACH	**Q4**
Kwetsbaarheid	ROL VAN PLG DEELNEMER	*Ook vaak RD rol coach*
RD rol van PLG deelnemer	ROL VAN PLG DEELNEMER	**Q4**
Balans pers. Leervraag gez. leerdoel	PROF. LEARNING COMMUNITY	**Q4**
Doel PLG	PROF. LEARNING COMMUNITY	**Q1** + case description
Duurzaamheid PLG	PROF. LEARNING COMMUNITY	**Q1** + case description
Intakegesprek PLG	PROF. LEARNING COMMUNITY	**Q4**
Motivatie PLG deelnemers	PROF. LEARNING COMMUNITY	**Q4** + Case description
PLG dynamiek	PROF. LEARNING COMMUNITY	**Q4** + Discussion/Limit
PLG online context	PROF. LEARNING COMMUNITY	**Q4** + Discussion/Limit.
Verschil in doel PLG	PROF LEARNING COMUNITY	**Q4** + Discussion
Voorkennis PLG deelnemers	PROF. LEARNING COMMUNITY	**Q4** + case description
Oorsprong PLG	PROF LEARNING COMUNITY	Case description
Sense of belonging	PROF. LEARNING COMMUNITY	**Q4** DOCUMENT ANALYSIS
Leeropbrengst activiteiten	LEEROPBRENGSTEN	**Q2+Q3+Q4**
Leeropbrengst PLG	LEEROPBRENGSTEN	**Q4**
Manier van leren	LEEROPBRENGSTEN	**Q4**
RD leeropbrengsten	LEEROPBRENGSTEN	**Q2+Q3**