**Protocol Reference Number: 057b**

**Developed by:** Catholic Education Flanders

**Title**

| What? So what? Now what? |
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**Sources**

| The School Reform Initiative website: http://schoolreforminitiative.org<br><br>Developed by Gene Thompson-Grove, 2014; revised 2012 |
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**Purpose of the protocol**

| This protocol allows participants to connect to one another and to each other's work, while at the same time allowing all group members to get useful feedback. After establishing a selection of kinds of data for a practitioners inquiry, the protocol seeks to provide feedback on this choice by the members of the PLC. |
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**Materials**

| The materials come from the participants contribution: their particular selection of datasets they want to gather. |
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**Time**

| **40-45 minutes** |
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**Roles**

| Facilitator/timekeeper (who also can participate); participants |
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**Process**

1. Introduction: There is an overall introduction of the protocol goals and steps. The group is divided into groups of 4. All participants take a turn facilitating, and all participants present. The facilitator also gives feedback. 3 min
2. Participants individually outline a current set of data they selected and choose to gather in view of their PI: 3 min
    o What question/challenge do I have? And what kind of datasets do I preview to gather.
    o So what, why in particular did I choose these sets?
3. In rounds of 12 min:
    o The first presenter explains their question/challenge, and the corresponding sets of data to be gathered. He ends with a focus question reflecting his/her major concern about his/her choice. Participants in the group take notes, write questions. 2min

- o Group asks clarifying questions. 2 min
- o Individuals in the group talk amongst themselves, while the presenter listens into the conversation, taking notes and considering new insights and possible next steps. The presenter is silent during this step. The group takes up each of the following questions in some way, along with any other focused discussion the presenter has asked the group to have.
  - § 'What I heard the presenter say was…'
  - § 'Why this seems important to the presenter is…'
  - § 'What I wonder is…' or 'The questions this raises for me are…'
  - § 'What this means to me is…'
  - § 'What I might suggest is…'

  5 min
- o Reflection by the presenter to the group – Now what? This means, after this discussion, what are the final options and adaptations the presenter will do with respect to his data gathering plan. 3 min

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

**References**

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

**Exemplification**

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

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

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