

ESTABLISHING SUSTAINABLE LEARNING COMMUNITIES FOR LEARNERS

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Teachers design and manage the learning process, examine learning outcomes, guide and teach students, perform research, and link with community engagement. Teachers must keep learning in order to increase their knowledge and abilities to prepare their students to confront the challenges of the twenty-first century. There has been a lot of research on professional teacher advancement, change in cognitive processing, perception of students, professional behavior and authenticity, subject knowledge, and educational knowledge and skills. Teachers learn through various learning activities to innovate, reflect, and learn from others through interaction and collaboration. Teachers must assist the learning community in sharing experiences and overcoming the challenges that learners confront on a daily basis so that they can continue to enhance their knowledge and abilities. In this way, teachers' knowledge and abilities will improve, resulting in a positive shift in their attitudes and conduct, which will benefit student accomplishment and school achievement. Teachers are expected to gain a variety of knowledge and skills in order to increase their competency through the teacher community. Teachers must also continue to improve instructional design to enhance the quality of learning in the classroom.

A learning community is a curricular structure that links together several existing courses to completely restructure the curricular material for the students to gain a deeper understanding and assimilation of the knowledge they're learning, as well as more engagement with their peers and teachers as fellow learners.

Learning communities bring people to a place where they come together to help meet a common objective. Communities that work are both inspirational and practical. They bring together individuals, companies, and systems who want to learn and collaborate across boundaries while holding everyone accountable for a successful outcome. Participants in these communities can share their findings and learn from one another, enhancing their capacity to make rapid but significant improvements.

Learning communities, groups of practices and goals, and collective effects share extensive and well-researched knowledge structures to respond to the learners' needs. Teachers must use that professional expertise at the core to conform to the innovation strategy. Learning communities are key components for developing good leadership and expanding promising practices by bringing together companies, agencies, and experts that share the community's aim and can operate in the best way possible. The key characteristics of learning communities which are significant to everyone are as follow.

It brings people together. Learning communities unite change agents from many industries, professions, and locations to network, share knowledge and outcomes, and learn from one another. Communities can collaborate both physically and online.

It plans collective goals and measures for further development. Participants in these communities are aligned around shared goals, metrics (methods of assessing success), ideologies of change, and professional settings.

It shares extended learning. To develop collective knowledge, communities exchange significant learning of progress from both successful and unsuccessful experiences.

It calibrates structured leadership. A learning community's scope enables it to provide a diverse range of leadership responsibilities and skill-building initiatives.

It advances progress toward innovative outcomes. These communities promote transforming learning, measure outcomes to determine what works best for all, and bring together key players who can affect system-level change.

Learning communities have various advantages for learners, and they also help faculty and the entire learning institution. Educational success, retention, enthusiasm, cognitive growth, learning, participation, and community are all improved in students who engage in learning communities. Learning communities also strengthen the institution's positive image. Students who take part in learning communities will integrate the confidence and social energy that comes from a group into the classroom. Teachers and other school personnel will find it much more fruitful to incorporate that sense of belongingness into their field of work.

To achieve widespread change for the improvement of students' learning, a complex set of interconnected problems must be addressed. To address these issues, the different sectors need a strong learning and practice community that will collaborate to find numerous intervention techniques for various groups of learners. Learning communities share findings and measurements to figure out what works best rather than replicating successful programs in multiple contexts, which may or may not achieve the targeted results. This strategy is a precise and efficient means of accomplishing learning goals.

References:

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