

PROFESSIONAL LEARNING COMMUNITIES: A STRATEGY FOR TEACHER GROWTH

by:

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The teachers are constantly given training and updated with differing contents to present an even much better learning experience for their students since the very face of education is changing in modern times. Professional learning communities provide collaborative opportunities for educators to partake in mutual learning, reflective practices, and data-based decision-making. A culture of collaboration, accountability, and innovation places the professional growth of teachers in the hands of the PLCs by which they will, in turn, sharpen their instruction, respond to challenges, and meaningfully transform education.

Graham et al. (2020) explain that teachers are key stakeholders in school reform since they implement effective instruction, motivate student learning, and improve educational outcomes. Nevertheless, many must work with obstacles such as isolation, inadequate support, limited resources, and changing demands. Schools need to look at the different ways that would help in professional development and collaboration among teachers to improve their practices and learners' achievement. One such avenue is the Professional Learning Community (PLC), which encourages peer learning related to a common work area or field. PLCs are created within schools as working groups that practice professional learning.

Admiral et al. (2021). With its collective purpose, vision, values, and goals, collaborative learning teams, collective inquiry, action and experimentation, commitment to continuous improvement, and focus on outcomes, PLCs provide various benefits for teachers and students alike. However, the effectiveness and impact of PLCs may differ in

multiple school settings and circumstances. Thus, it needs to be studied to what extent PLCs depend on specific variables that, in turn, devolve to the level of teacher performance

Li and Xin (2022) state that schools in China at the all-important primary level push to construct PLCs as a highly effective school strategy for teacher performance improvement. Great teachers coach one's self, supported by educational administrators who appreciate and reward engagement in active PLCs. Within these communities, teachers share knowledge that informs their practice, as leaders facilitate peer engagements and collaboration and thus bring about improvement in the whole school: better education for children and long-term professional growth.

This is why policymakers, school administrators, and educators should believe and support PLC's investment in conducive environments that help address some of the challenges that primary school teachers face while improving educational outputs. Research results have shown that PLCs could improve teacher efficacy by contributing to more efficient practices, greater student engagement, and better student performance. Professional Learning Communities (PLCs) are intended as purposeful pathways for teacher growth in collaboration, learning on an ongoing basis, and reflection. While structured discussions may be fruitful with data analyses and shared exemplary practices, they will create opportunities for teachers to develop strategies for addressing gaps in student learning and innovative teaching techniques later. This collaboration model also serves the purpose of accountability, professional support, and a culture of continuous improvement, all leading toward enhanced student achievement and sustained excellence in education.

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