


Knowledge Management Professional Learning Community (PLC)

PLC is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. The term is also applied to schools or teaching faculties that use small-group collaboration as a form of professional development.

PLC serves 2 broad purposes:
(1) improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue, and
(2) improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching.



It reinforces the concept of teamwork, collaboration and shared responsibility. Teachers work in groups to address common problems they face in schools and come up with shared solutions, which they can.



The PLC model allows teachers to discuss topics they are most concerned about and take initiatives to their practice. It is a new way of empowering teachers, one that holds them more accountable to student.

6 Elements and Steps of the PLC Process

1. A Focus on Learning

Members of a PLC create and are guided by a clear and compelling vision of what the university must become in order to help all students learn.

2. A collaborative culture with a focus on learning for all

PLC is composed of collaborative teams whose members work interdependently to achieve common goals for which they are mutually accountable.

3. Collective Inquiry into Best Practice and Current Reality

The teams in a PLC engage in collective inquiry into both best practices in teaching and best practices in learning.

4. Action Orientation: Learning by Doing

Members of a PLC are action oriented: they move quickly to turn aspirations into actions and visions into reality.

5. A Commitment to Continuous Improvement

Inherent to a PLC are a persistent disquiet with the status quo and a constant search for a better way to achieve goals and accomplish the purpose of the organization.

6. Results Orientation

Members of a PLC realize that all of their efforts must be assessed on the basis of results rather than intentions.

1. A lecturer engaged in PLC is informed and surveyed.

2. Weekly lesson plan is submitted and reviewed by PLC team one day before class.

3. Meeting for discussion on a lesson plan between the lecturer and PLC team is conducted one hour before class.

4. The lecturer instructs using effective teaching strategies discussed with PLC team.

5. Reflection and feedback are given to the lecturer one hour after class.

6. The lecturer and PLC team build new teaching and assessment methods together.



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