THE STUDY ON DEVELOPMENT OF ADMINISTRATION MODEL BASED ON SCHOOL PROFESSIONAL LEARNING COMMUNITY (PLC) CONCEPT

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ABSTRACT

The objectives of this study are to examine the concept of professional learning community and its elements in a school context. The study was undertaken through content analysis of relevant concepts, theories, articles and literatures from both domestic and international ones. The findings revealed that the concept of professional learning community (PLC) was a guideline to develop teachers professionally through student-centered learning that was in line with a change of learning behavior in the 21st Century. The 6 main elements of PLC found in this study consisted of 1) Shared Values and Vision, 2) Supportive and Shared Leadership, 3) Collective Learning and Application, 4) Shared Personal Practice, 5) Collective Creativity, and 6) Supportive Conditions.

Keywords : Administration/Professional Learning Community/Schools

INTRODUCTION

Learning behavior in the 21st Century has rapidly changed and the school professional learning community (PLC) concept has been applied in various forms for schools of educational leading countries; for example, a case study of teacher professional development in the following countries - Singapore on the concept of "Teach Less Learn More", Finland on "Problem-Solving Groups", Shanghai on "Lesson Group and Research Group" and Japan on "Lesson Study Group", respectively. All of the aforementioned countries have undertaken their education reform through the professional learning community (PLC) concept under collaboration based on a practice-based professional learning effectively.

At school level, school administrators have to be a key mechanism as personnel factor for their school effectiveness and play a vital leadership role to contribute teacher development atmosphere by building the professional learning community where teachers can collectively develop instructional methods for students. The captioned PLC shall help upgrade knowledge and understanding of each teacher with shared goal, individual learning exchange under learning organization concept, teamwork, friendliness, open-mindedness, creating inspiration, changing mindset positively and enhancing good relationship among colleagues in each school that will eventually affect working atmosphere and effective performance as well as student quality to be talented, good and happy ones (Wichien Chaiyabang. 2019 Page 42-46). However, it is difficult to solely carry on any change through only defining a policy. In order to thoroughly drive schools in all dimensions, the school administrators have to establish PLC in line with their school professional nature for stable community relationship (Senge, 1990).

As per the above subject matter, the researcher therefore is of interest to examine concepts and theories related to the professional learning community (PLC) to analyze its elements in a school context. The content analysis was undertaken through relevant concepts, theories and literatures from both domestic and international ones in order for further developing the research instrument and being as a guideline for interested persons in applying

PLC to develop teachers professionally through student-centered learning that was in line with a change of learning behavior in the 21st Century.

Objectives
1. To study the concept of PLC in a school context.
2. To analyze the PLC' s elements in a school context.

METHODOLOGY

This study is a documentary research using secondary data from relevant articles and literatures to explore, analyze and synthesize all collected data to find out elements and indicators of PLC in a school context.

Meaning of Professional Learning Community

The professional learning community is collaborative learning. it is difficult to solely carry on any change through only defining a policy. In order to thoroughly drive schools in all dimensions, school administrators have to establish PLC in line with their school professional nature for stable community relationship (Senge, 1990). PLC plays role as a place for "interaction" to reduce "isolation" of teachers in a school in order to improve student results or academic activities, having shared value and vision as well as collaborative learning. A form of this type of gathering is motivation rendered by demands and interests of gathering members (Sergiovanni, 1994) through a method of learning exchange among teachers in terms of both subject knowledge and effective experience in teaching arrangement that will result in effectiveness of student learning. PLC' s administration aims to develop competency and increase teacher effectiveness professionally (Outhwest Educational Developmen t Laboratory, 1997). The concept of PLC is an instrument for teachers' living in the 21st Century in which teachers need to change their teaching role to be learning facilitators while students can learn through practices to obtain living skills required for this captioned century. It is also a way for teachers to gather in a community form to collectively create innovations and exchange their instructional experiences, an instrument leading to powerful inquiry setting and in-class research, helping design of research methodology, data collection, data analysis and research synthesis producing new knowledge linking to current social context and students' real life (Vijarn Phanich, 2012 Page 134-136). Additionally, as per Quality Learning Foundation (2013 Page 1), it describes that PLC is gathering of teachers to collaboratively organize learning under the shared goal resulting in better learning outcome of their students and more effective capability of teachers with more happiness and progress. PLC is therefore a supportive mechanism or process for teachers to create applicable knowledge for their working in order that students can gain mastery and it also includes a change in teacher role to become a learning facilitator or coach as well as changing a classroom to become a learning room since during a learning period, students mostly spend time in group on cooperative basis and learning will change from individual learning to team learning with collective workshop. Furthermore, the competitive learning style is also changed by focusing on collaboration and sharing concept whereas in-class teachers play a role of inspiration, challenge and enjoyment creators instead of being just a subject content teller. In Woraluck Chookamnerd and Ekkarin Sangthong (2014), it described that PLC meant gathering, confederacy and combination, collaborative undertaking and learning of teachers, school administrators and educators based on friendly relationship culture under shared vision, value, goal and tasks with teamwork concept and shared leadership role whereas school administrators act as supporters. All undertaken activities lead to learning and individual professional development, quality of learning arrangement mainly focusing on success or results of learners as well as happiness

from collective working among members of each community. Moreover, as per Supattra Sapap-Ud (2019), it mentioned that PLC meant a group of teachers and educational personnel who collaboratively gather together for exchanging and sharing knowledge and experiences to seek a solution and guideline of solving problem to create cognitive knowledge for further application and learning development of students including continuous teacher professional development.

In conclusion, PLC means collective learning, shared vision of community, teachers, school administrators and educators to collaboratively learn and share experiences under a shared vision that results in students' learning development and increase effectiveness of teachers to be more professionally.

Levels of Professional Learning Community

Thomas Sergiovanni (1994) explained that PLC could be divided into 3 levels; school level, network level and national level, respectively. In each level, it is further classified into sub-levels based on professional learning community nature as follows:

1) School Level is a professional learning community driven in a school context that can be divided into 3 sub-levels :

Level 1 – Student Level : In this level, students will be encouraged and incorporated by teachers and colleagues for learning and doing activities for meaning making. Students' skill of learning how to learn and acquiring of content skills will be developed for authentic learning continuously to finally achieve and become effective active learners, problem seekers and problem solvers. In conclusion, PLC in a school is essential for students in order to allow them to create their own knowledge through an active learning process and mean making from what they learn.

Level 2 - Professional Level : It consists of teachers and school administrators. The characteristics of this level is an establishment of "Professional Community", a considerably crucial mechanism towards achievement of a learning school. The professional community will encourage teachers and school administrators to deploy their professional principles to improve their teaching and leadership skills through study, research, reflection and dialogue methods including feedback from each other, etc. To achieve in becoming a learning school, all concerned have to jointly review policies, practices and administration process of their schools based on the purpose of effectively improving their learning service for students and encouraging the professional practices of teachers and school administrators to be more qualified and effective with good working atmosphere and environment among all concerned; school administrators, teachers, students and parents. This will be described in detail in the 2nd part later.

Level 3 – Learning Community Level : This level covers parents, community members and community leaders whom are required for participation in establishing and striving a school vision to be successful. Student parents, senior community members and related institutions in a community have to participate in supporting their community's and school's learning goal. For student parents, they can provide in-house attention and instruction including providing support to teachers and school administrators on learning arrangement for their children. For senior community members, they can play a voluntary role of passing on their own knowledge and experiences to schools and communities. Finally, for related institutions and agencies in both private sector and educational ones, they also play a vital role of providing an educational opportunity for students as well as offering a real world for students to gain experience and practices under extensive sharing networks in such a community such as people from a private sector, institutions. This diversity will therefore cause more extension of the concept and definition of the learning community .

2) Network level : It is a professional learning community driven in a form of a group of professionals from organizations and institutions determining to establish a community, network on the common purpose of sharing knowledge, encouraging willpower, create relationship and develop professions collectively. Its goal can be clearly defined as a shared concept that can be divided into 2 groups as follows:

        2.1 Inter-institutional Cooperation Network Group is a cooperating agreement among institutions for teacher professional development based on point of view that the cooperation will bring driving power of professional learning exchange, resource exchange or co-investment and support as an alliance who always reflects reciprocal learning. For example, a case study of this group is a PLC group of schools in Singapore to joint together for professional development, exchange and reflection, etc.

        2.2 Teacher Professional Member Cooperation Network Group is to provide an open space for teachers who have common ideology to develop their own learning management for qualitative change. The quality of the learners is the key whereas its members gathered without condition regarding affiliation but it is based on commitment, voluntary, and collective ideology as the basis for merging into a PLC. For example , the Sodsri Saritwong Foundation's " Teachers for Students " PLC created a common area for professional teachers to join hands as partners to develop " Teachers for Students " aiming to create innovations in learning management in each area of Thailand, etc.

        3) The National Level is the PLC formed by the government policy that aims to organize the national PLC network to drive qualitative change of profession by the cooperation of educational institutions and teachers jointly striving their professional development under the government support as an example - the Policy, Vision for Cooperation of the Ministry of Education of Singapore (MOE) (2009) in which the state has set up a Singapore PLC aiming to drive the concept of " Teach Less, Learn More " to be successful, etc.

Literatures Related to PLC at School Level

The literature review on PLC at school level can be summarized as per Table 1 shown below:

Table 1 Summary of Literatures Related to PLC at School Level

Researchers	Topics	Objectives	Methodology	Findings
Thongphan Panyaudomkul (2020)	A Guideline for PLC Application Development to Develop Quality of Learning Arrangement of Teachers at Ban Na Om School	To propose a guideline for PLC application development to develop quality of learning arrangement of teachers at Ban Na Aom School	By reviewing the current situation of applying PLC through an instrument such as questionnaire and focused group interview	A guideline to develop PLC application consisted of 1.Defining a development goal 2.Designing learning arrangement plan 3.Joining to reflect point of view for development of learning arrangement plan

Researchers	Topics	Objectives	Methodology	Findings
				4. Organizing learning activities with observation on practical process 5. Joining in reflection of point of view on learning activity arrangement 6. Conclusion of learning outcomes gained from practices
Parichart Kheng-Kaew and et al. (2020)	A Guideline for Schools Administration through Professional Learning Community Process for Schools under Petchabun Primary Educational Service Area Office 3	1.To examine the current status of school administration through professional learning community process under Petchabun Primary Educational Service Area Office 3. 2. To explore a guideline for school administration through professional learning community process under Petchabun Primary Educational Service Area Office 3.	A questionnaire and record of focused group interview were used as a research instrument.	The findings showed that an overall of current status of school administration through professional learning community process under Petchabun Primary Educational Service Area Office 3 was at high level in all of 4 aspects.
Waraporn Erawan (2020)	A Study on Causal Relationship between Profession Learning Community	To examine a causal relationship between profession learning community	The survey research was conducted through a sampling group of practice	The findings revealed that the profession learning community perception and code of ethics of

Researchers	Topics	Objectives	Methodology	Findings
	Perception and Code of Ethics of Teaching Profession Affecting Perceived Teaching-Efficacy of Practice Teachers	perception and code of ethics of teaching profession affecting perceived teaching-efficacy of practice teachers.	teachers from 52 universities.	teaching profession caused a direct positive effect towards the perceived teaching-efficacy of practice teachers.
Woraluck Choo-Kamnerd and et al. (2014)	A Model of Teacher Professional Learning Community towards the 21st Century Learning of Schools in Thailand	1.To examine the elements and characteristics of professional learning community towards the 21st Century learning of schools in Thailand. 2. To propose a model of teacher professional learning community towards the 21st Century learning of schools in Thailand.	The qualitative research was conducted to examine elements, characteristics and model of professional learning community towards the 21st Century learning of schools in Thailand.	There were 6 important elements consisting of 1. Thai oriented caring community 2. courageous leadership 3. shared faithful vision 4. teacher-cooperated open system focusing on students 5. professional learning team towards teacher maturity and spirit 6. supportive learning space on practical basis.
Pornpen Sombatmak and et al. (2021)	Development of Model Science Teacher Pedagogical Knowledge in Professional Learning Community (PLC)	To develop a model science teacher pedagogical knowledge in professional learning community (PLC) of Science Department.	The qualitative research was conducted through specific sampling group with participant observation and group discussion.	A guideline for development plan was found to increase student learning capability and development of pedagogical knowledge of model science teachers.

The Elements of Professional Learning Community at School Level
　　Upon literature review, the elements of professional learning community at school level can be concluded as per Table 1.

Concept	Shared Values and Vision	Supportive and Shared Leadership	Collective Learning and Application	Shared Personal Practice	Collective Creativity	Supportive Conditions /Resource
Hord (2010)	/	/		/	/	/
Morrissey (2000)	/	/	/			/
Hipp and Huffman (2003)	/	/	/	/	/	/
Harris and Muijs (2005)	/		/	/		/
Stoll et al. (2007)	/		/	/	/	
Bolam et al. (2005)	/		/			
Kenoyer (2012)	/	/		/		
Cannata (2007)	/					
Vijarn Panich (2011)		/		/		
Woraluk Chookamnerd and Ekkarin Sangthong (2014)	/	/	/		/	/

　　As per Table 1, the professional learning community at school level consists of 6 main elements as follows:

　　1) Shared Value and Vision refer to a type of relationship between teachers and school administrators availing a powerful opportunity to subordinates to make decision on self-development through collective learning for their school development and working participation to create common teamwork concept of effective school improvement.

　　2) Supportive and Shared Leadership refers to a type of relationship between teachers and school administrators availing a powerful opportunity to subordinates to make decision on self-development through collective learning for their school development and working participation to create common teamwork concept of effective school improvement.

　　3) Collective Learning and Application refer to information exchange, knowledge acquisition, new skills and strategy that are beneficial to work development including planning, problem-solving and creating collective learning opportunity.

　　4) Shared Personal Practice refers to sharing of experience or lessons arisen within a classroom of each teacher to other colleagues in various types such as survey, note taking, conversation, observation, etc. Such an exchange of lessons gained from teaching is not a performance appraisal but it is just a part of "friends help friends" process that is a fundamental process of personnel and community development and also a confirmation on reciprocal respect and trust among members.

　　5) Collective Creativity refers to continuous self-development of teachers to build an effective performance through knowledge sharing in terms of conversation about scope of teaching subjects and teaching & learning, interesting issues and status of problems that enable teachers to apply acquired information or concepts to solve their own working

problems. This method helps build a society in which there are professional members at various levels and in many subjects and enhance in-dept work understanding of each other as well as contribute commitment among school administrators and teachers in a form of an exchange group or so-called learning community.

6) Supportive Conditions refer to an environment available for being professional community and the conditions can be divided into 2 aspects; 1) Physical Condition – opportunity for teacher interaction , proper school size, relationship among school personnel, teaching tasks, structure, communication, independence of school administration, teacher empowerment, voting right for selection of teachers or school administrators and professional security, 2) People Capacities – the main characteristics of members in a learning community is open-mindedness for criticism, determination of continuous self-development, respect and trust that other colleagues have adequate knowledge and effective instruction skills since these will promote group gathering for teacher professional development.

CONCLUSIONS

After review and synthesis of the literatures related to PLC concept, the essence of PLC can be concluded that PLC is collective learning, participation of communities, teachers, school administrators and educators in knowledge exchange and experience sharing with a shared goal contributing to student learning development and increasing teacher efficacy to be professional. The level of learning community can be divided into 3 levels; 1) **School Level** that is driven in a school context separated in 3 sub-level – student level in which students gain support and cooperation on learning from teachers and colleagues for meaning-making activities and development of essential skills., 2) Professional Level that consists of teachers and school administrators, and 3) Learning Community Level that includes parents, community members and community leaders whom are required to cooperatively build and strive the school vision to be successful. In other words, parents, community senior personnel as well as related agencies have to participate in promoting the goal of learning community and school., 2) **Network Level** that refers to the PLC driven by a group of professionals from various institutions or agencies determining to cooperatively build a community and network under common commitment., and 3) **National Level** that refers to the PLC formed by the government policy aiming to organize the national PLC network to drive qualitative change of profession by the cooperation of educational institutions and teachers jointly striving their professional development under the government support. In addition, there are 6 main elements of PLC ; 1) Share Value and Vision, 2) Supportive and Shared Leadership, 3) Collective Learning and Application, 4) Shared Personal Practice, 5) Collective Creativity, and 6) Supportive Conditions, respectively.

Recommendations

1. This article will be beneficial to schools and administrators in applying the conceptual framework gained from literature review as a guideline for school development and administration.

2. The research findings are recommended to be further developed for creating an indicator of PLC elements, as found in this study, for future researches for development of schools to become PLC in a school context.

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