A review on the empirical research of PLCs in the Global South: 

Evidence and recommendations

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PLCs Framework for professional development in the Global South (Nguyen, Boeren, Maitra, & Cabus, 2021)
### Review process: Inclusion criteria

<table>
<thead>
<tr>
<th>Inclusion Criteria</th>
<th>Elaboration of Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time frame</strong></td>
<td>January 2000 – May 2021</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Geographical locus</strong></td>
<td>Low / Medium income countries</td>
</tr>
<tr>
<td><strong>Type of research</strong></td>
<td>Empirical</td>
</tr>
<tr>
<td><strong>Type of publications</strong></td>
<td>Peer-reviewed journal articles (indexed in Scopus)</td>
</tr>
<tr>
<td><strong>School level</strong></td>
<td>K-12</td>
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<tr>
<td><strong>Content</strong></td>
<td>- Centrally about PLCs</td>
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<td></td>
<td>- PLC is defined as “a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way; operating as a collective enterprise” (Stoll et al., 2006)</td>
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</tbody>
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Search terms

- professional learning community
- learning community
- teacher learning
- professional community
- teacher community
- professional learning
- professional development
- professional network
- community of practice
- staff development
Growth trajectory of PLCs literature

<table>
<thead>
<tr>
<th>PERIOD 1</th>
<th>PERIOD 2</th>
<th>PERIOD 3</th>
<th>PERIOD 4</th>
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<tbody>
<tr>
<td>5</td>
<td>11</td>
<td>21</td>
<td>33</td>
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Geographical distribution of the PLC literature

Research Articles on PLCs in the Global South (2001-2021)
PLC Framework for professional development in the Global South (Nguyen, Boeren, Maitra, & Cabus, 2021)
Key Recommendations for actions!

1. Calling for greater leadership and policy support for PLCs
2. Developing an appropriate time structure for participation in PLCs
3. Focusing PLCs on learning and teaching
4. Promoting PLCs’ agenda for diversity, equity, and inclusion
5. Theorising and addressing teachers’ inherent tensions and challenges in participating PLCs
6. Developing leaders for PLCs
7. Supporting PLCs for school leaders
8. Developing an evaluation framework for development
9. Evaluating the cost of PLC model of professional development
10. Exploring complementarity of PLCs and other models of professional development
Thank you for joining us today!