Professional Learning Community (PLC) in Secondary Schools
Community in Malaysia
Zuraidah Abdullah (Ph.D)
Muhammad Faizal A.Ghani (Ph.D)
Faculty of Education, University of Malaya
Abstracts
This paper outlines a research towards an initial assessment of the stage of the PLC in secondary schools in Malaysians secondary school with teachers as the main focus. A brief philosophy of the importance of learning organization and its development in various countries was reviewed and incorporated by the current situations, leading to the objectives and methodology for this study. The result showed the teachers can be active in their learning and improving their schools as to enhance the learning performance of the students in the first four characteristic dimensions refer to the practice of shared values, goals, mission and vision among teachers which play an important role in shaping the PLC in secondary school. Also, it reveals the importance of principals as key leaders play an important role in shaping the PLC in their respective schools as to provide support and guidance to teachers. In addition, collective learning and application dimension also has four characteristics showed teachers are more focused on their need to improve work performance and improve teaching methods. On the other hand, the secondary schools in Malaysia very much focus on the revision of the student workbook and hold a formal observation whereas, peer observations is poorly implemented. Thus, the characteristic of this dimension of practice is at a moderate level. Overall, this study has identified twenty-five properties which refer to the five (5) dimensions of practice that forms the PLC schools in Malaysia. The final stage proposes these schools have adopted the PLC which shows all the teachers work harder to ensure they continue to be implemented properly and constantly improving for a better future.