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# Sustainable Teacher Professional Development Through Professional Learning Community: PLC

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## Abstract

In Thailand, in-service teachers' professional development has been implemented through the Professional Learning Community (PLC) program for more than four years to develop teachers' sustainably. The sustainable development program has spread across the country in the Thai Teacher Council network. The research goals are as follows: (1) to evaluate the causes and results of the Professional Development Program in the form of a Professional Learning Community conducted by the Teachers' Council of Thailand and (2) to analyze factors affecting success and sustainability of the teacher professional development project. Within the study, 490 samples have been collected from the relevant parties. The respondents have completed the questionnaire and participated in the interview. The research results have revealed that the project is essential for teachers and education personnel. They change the teaching and learning approaches, as well as positive thinking skills; moreover, the students also increase academic achievements.

*Key words:* sustainable development, professional development, teacher development, education personnel development, professional learning community, PLC

## Introduction

Educational reform has been expanding throughout the world. It is affecting the whole process of academic development, including educational management, learning management, student and teacher development, with the same goal to improve the learning of all learners (UNESCO, 2000; UNESCO, 2020). The aims of education are expected to prepare children, youth and adults to obtain the knowledge, skills and live together happily (Nketsia et al., 2020). Education reform is a continuous and sustainable development process; nevertheless, it remains to be seen that in many countries the sustainable development of education is still unrealized. Hence, the term *Education for Sustainable Development* (ESD) has emerged (Tavakkoli & Rashidi, 2020). Furthermore, it causes education and sustainable development to become part of teachers' development.

The accomplishment of the reform is related to the quality of education, especially the quality of teachers and education personnel (Hrusa et al., 2020). It can be seen from

documents and academic works describing the education reform through the individual teacher reform (Ball, 2018). It requires integration of motivation, positive learning skills and resources from educational institutions and relevant parties to develop the capability of teachers sustainably (Chen & Wang, 2015; Damjanovic & Blank, 2018; Tavakkoli & Rashidi, 2020).

Teacher professional development has been implemented in different roles following cultural, social and environmental contexts. Many external and internal factors affect teachers' professional development to make changes for sustainability education. The external factors are from stakeholders, students, parents, colleagues, school administrators and society. There are perspectives and expectations of sustainable development on teachers to increase their role in education. The internal factors include the understanding of the role of teachers, the importance and expectation in their profession (Makovec, 2018).

Consequently, the paradigm of professional development is decentralizing, gradually changing from central to local, including school and classroom. More than the primary purpose to develop the teaching profession, it must be an appropriate method to facilitate teachers to perform self-improvement in a professional context (Meesuk et al., 2020). Self-improvement is an essential key to sustainable teacher professional development; otherwise, the quality of education cannot be achieved if teachers lack opportunities for personal development (Sumaryanta et al., 2019).

Teacher professional development is a continuous process. Teachers and education personnel are able to develop, responding to the current dynamic changes throughout the professional process (Niemi, 2015). For more than two decades, the research on teacher professional development has been increasingly focused on the Professional Learning Community (PLC). It is a well-known sustainable development concept delivered to teachers and education personnel at school in the form of on-the-job training. Currently, the comprehensive framework of the PLC concept, comprised of five influent external factors, considers the complexities of the educational context (DuFour et al., 2010; Meeuwen et al., 2019; Feldman, 2020).

Including Thailand, PLC is one of the sustainable strategies for developing teachers and education personnel. The country's education development policy has focused on improving and increasing the quality of teachers and education personnel, which directly affects learners' quality (Office of the Education Council, 2018). It means that teachers must develop themselves to enhance student competencies and education quality in terms of sustainable development.

The Teachers' Council of Thailand is a government agency that plays an essential role in professional development of teachers and education personnel. Since the fiscal year 2016, the Teachers' Council of Thailand has initiated important concepts in sustainable professional development for teachers in the form of a Professional Learning Community (Meesuk, 2020). The Teachers' Council of Thailand promotes and encourages teachers and education personnel to engage in academic and professional development continuously. The area is the primary issue addressed by the Teachers' Council of Thailand due to the lack of sustainable process, the differences in context, resources, facilities and problems depending on the school area. Hence, to promote sustainable teacher professional development, the Teachers' Council of Thailand organizes the PLC project within its professional networks, including the educational occupation level, the educational institution level, and the teacher professional membership group level. All networks

conduct the activities following the PLC, five-element model, as specified by the Teachers' Council of Thailand. It consists of shared values and norms, collective focus on student learning, collaboration, expert advice and study visit, as well as reflective dialogue (The Teachers' Council of Thailand, 2019).

Obviously, more than 6.5 thousand teachers and education personnel across Thailand have been developing. Products resulting from the PLC sustainable development project affect the country's education development directly and indirectly (The Teacher's Council of Thailand, 2019). Sustainable teacher professional development has initiated and developed continuously through the power of the teacher communities. Since 2016, 91 networks of educational occupation level, 39 networks of the educational institution level and 12 networks of the teacher professional membership group level have been subsidized by the Teachers' Council of Thailand. The subsidies by the Teachers' Council of Thailand have now ceased. However, teachers and education personnel continue to develop themselves through the networks that have been created through the PLC activities. Therefore, the project context, input and process affect the outcomes, including success, problem and sustainability, which are crucial to exploring the sustainable factors of teacher development.

Consequently, in order to achieve the goals of the sustainable professional development of teachers and education personnel, the relevant parties are supposed to comprehend the effectiveness of the operation. The effectiveness resulted from the development process and occurred in each step. Hence, the present research is guided by the following questions: (1) What are the causes and results of the Professional Development Program in the form of Professional Learning Community conducted by the Teachers' Council of Thailand? (2) Which factors affect success and sustainability of the teacher professional development project?

## Background

### Professional Learning Community: Sustainable Teacher Professional Development

The Professional Learning Community is a concept that has been researched in schools since the 1980s and broadened to countries internationally. As a tool for teacher and education personnel development, it especially improves student learning outcomes and achievement involving all stakeholders (DuFour, 2004). PLC has been supporting teacher and education personnel in the current context to change or improve their responsibilities, especially improving teachers' pedagogical practice. It can continuously analyze and understand how to improve teaching and learning as a social and individual phenomenon (Feldman, 2020). The distinguishing feature of PLC is collaboration and interaction towards the agreed goals of the community focusing on professional learning (Stoll et al., 2006). Characteristic of effective PLCs is establishing trust among group members. Stoll (2011) proposed seven elements of the process involved in introducing PLCs into school:

- (1) Sharing a student learning focus – gaining consensual agreement on pedagogical issues and making collective decisions on innovative approaches for teaching and learning to improve student learning outcomes;
- (2) Cultivating involvement and distributed leadership – engaging community members in leadership practices to assume collective responsibilities;

- (3) Establishing trust and collaboration – sharing school leadership with others and working collaboratively to build positive relationships and trust;
- (4) Promoting collaborative enquiry that leads to deep learning – challenging existing practices through collaborative forms of enquiry by exploring issues and reflecting on them;
- (5) Seeking evidence about PLC process and outcomes – the need for all PLC members to examine the benefits of the PLC outcomes to ensure positive change;
- (6) Ensuring supportive structures – providing supporting structures such as enough time and space in both physical and virtual space to facilitate professional exchange, communication, and coordination of collaborative activities, including team teaching and joint reflection;
- (7) Drawing on external facilitation and critical friends – connecting PLCs with external knowledge sources to explore assumptions and broaden perspectives of thinking and action.

### **Thailand's PLC Project**

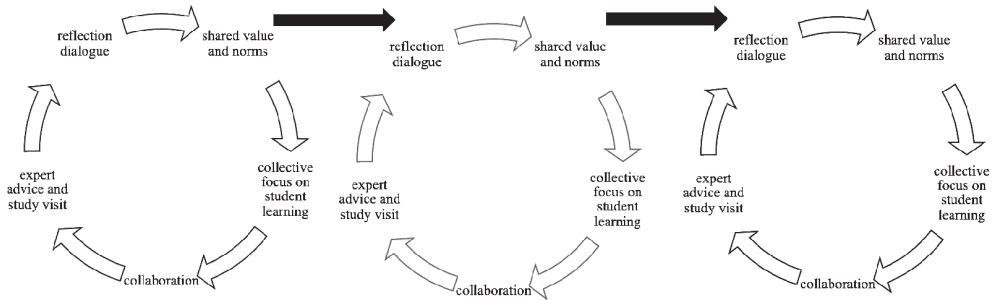
The Teachers' Council of Thailand believes in the sustainable effectiveness of the Professional Learning Community. It subsidized the professional development activities of the Professional Learning Community (PLC) from the fiscal year 2016 to 2018 to three levels of the network: 91 networks of educational occupation level (135,849.31 USD); 39 networks of the educational institution level (183,354.92 USD) and 12 networks of the teacher professional membership group level. As a result of this operation, a total of 6,534 teachers and education personnel have developed their knowledge and skills, consisting of 2,136 people in fiscal year 2016, 1,704 people in fiscal year 2017 and 2,694 people in fiscal year 2018. Hence, the Teachers' Council of Thailand has supported the teacher professional development activity for three years with a total budget of 363,416.83 USD (The Teachers' Council of Thailand, 2019).

The project followed a policy to support networks for professional development of teachers and educational personnel by allocating subsidies for the professional development activities with the aim to integrate the teachers and educational personnel networks in the form of a "Professional Learning Community". The operation process consisted of five components: (1) shared values and norms, (2) collective focus on student learning, (3) collaboration, (4) expert advice and study visit, and (5) reflection dialogue (Yamkasikorn, 2016; The Teachers' Council of Thailand, 2019).

Sponsored activities were activities in which professional groups of teachers, administrators, educators, and other stakeholders worked together. They studied the success patterns of members or experts (the best practices) and used them as a body of knowledge. Then, they developed further in classroom research or developed educational innovations related to student learning. The last process was sharing the results obtained in accordance with their context and professional community.

Sustainable professional development was the primary focus of teachers and educational personnel who participated in the PLC process continuously. All teachers and educational personnel would continue to use the PLC process in their professional development. Figure 1 shows the PLC process.

Figure 1

*Sustainable Teacher Professional Development: The PLC Process***The Evaluation Model**

The CIPP<sub>(IEST)</sub> model is a concept developed from the CIPP (Context, Input, Process and Product) evaluation concept that is generally accepted as a comprehensive framework for assessing and evaluating programs, projects, personnel, products, institutions and systems (Stufflebeam, 2015). Stufflebeam and Zhang (2017) mentioned that the CIPP model was created to help schools, government education support agencies, research and development centres, and relevant agencies assess the projects. The model has been developed and designed to evaluate the programs, particularly those goals that have long-term impacts, sustainable improvements, and it applies to short-term project evaluations.

The CIPP<sub>(IEST)</sub> evaluation framework has been modernized and evaluated in the long term by extending the Product valuation concept to include Impact, Effectiveness, Sustainability, and Transportability. Impact evaluation is the evaluation of the importance of the benefits to the primary target group and the related environment under the project aims to ensure that the project reaches the intended target group. Effectiveness evaluation is the evaluation of actual project results, both positive and negative, and the value of the project. Sustainability evaluation is the evaluation of the long-term success or continuation of project success, the project feasibility to be sustained, as well as methods for maintaining the success of the project. Sustainability evaluation can help in determining whether the project should continue or not and plan the implementation of the appropriate procedures in the long run. Transportability evaluation is the evaluation of the project various components that can be effectively transmitted or modified and used in other projects (Kanjawasi, 2015).

**Research Objectives**

To respond to the research questions, the following research goals have been set:

1. to evaluate the causes and results of the Professional Development Program in the form of Professional Learning Community conducted by the Teachers' Council of Thailand;
2. to analyze factors affecting success and sustainability of the teacher professional development project.

## Methodology

### Population and Sample

The population is the groups of people involved in the PLC project, including policymakers, educational service area administrators, educational supervisors, school administrators, teachers and related education personnel, who were supported from 2016 to 2018, a total of 142 networks. The target group comprised 6,534 people across Thailand.

The samples were drawn from multi-stage sampling, consisting of the policymakers, the educational service area administrators, educational supervisors, school administrators, teachers and related education personnel, a total of 490 samples that were classified by data collection as follows:

1. Field study: the data were collected by interviewing 28 samples from a purposive selection, including three levels as follows:
  - 1.1 Policymaker level: three directors of the relevant responsible department of the Teachers' Council of Thailand;
  - 1.2 Supporting level: ten persons, consisting of one education personnel member at the educational service area and one school administrator in each region, collecting data from five regions of Thailand;
  - 1.3 Operational level: 15 persons, consisting of two school teachers and one university teacher in each region, collecting data from five regions of Thailand.
2. Survey study: stratified sampling was conducted to collect data from 142 networks across the country. The questionnaire was sent to all networks and assigned to two administrators, five teachers and one university teacher, a total of eight persons for each network. Consequently, there were 1,136 samples totally, representing 17.39% of the population. After two weeks, the researchers received 462 questionnaires back; the response rate was 40.67%.

### Research Instruments

The researchers developed the research instruments by studying the relevant documents, evaluation concepts and the process of teacher professional development program:

1. Interview form for collecting data from the policy administrators and the related committees regarding program support, success factors, problems and obstacles materialized in professional development;
2. The questionnaire for collecting data regarding the program process and performance of samples from school administrators, teachers, and university teachers.

The researchers analyzed the validity of the instruments by calculating the Index of Congruence with the help of three experts. The results revealed that all the questions had an index score between 0.6–1.0. Moreover, experts corrected the language used and reduced the number of questions. Then, the researchers drafted the questions from the operational definition and formed a 50-item questionnaire. Next, the researchers tested the questionnaire to determine the possibility of responding, the harmony of the language used and the time needed to respond to all items. The results showed that the respondents were able to complete the questionnaire in 10–15 minutes.

The reliability analysis of the questionnaire was analyzed by Cronbach's alpha coefficient. The results showed a coefficient between 0.906–0.977. The researchers also considered the construct validity using the Confirmatory Factor Analysis (CFA), which showed that all items had an excellent fit to the empirical data.

### Data Collection

Three stages of data collection consisted of 1) a survey by means of a questionnaire; 2) an interview of teachers and education personnel; 3) in-depth interview of policy executives.

### Data Analysis

Data analysis was divided into two parts: 1) qualitative data analysis with an aim of considering data consistency; 2) quantitative data analysis using mean, standard deviation, correlation coefficient and multiple regression analysis.

## Results

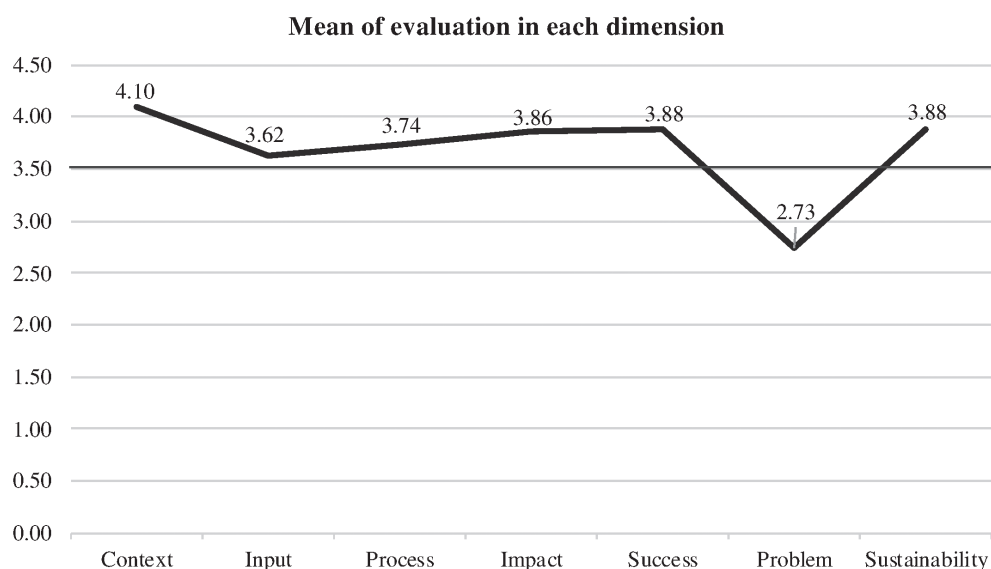
### The causes and results of the Professional Development Program in the form of Professional Learning Community conducted by the Teachers' Council of Thailand

The study results of the professional development of teachers and education personnel in the PLC showed that the variable with the highest mean was the context ( $M = 4.10$ ,  $SD = 0.80$ ), which was followed by the success, with mean being equal to the sustainability ( $M = 3.88$ ,  $SD = 0.85$  and  $0.92$ ) and the impact ( $M = 3.86$ ,  $SD = 0.80$ ), respectively. The variable with the lowest mean was the problem ( $M = 2.73$ ,  $SD = 1.15$ ) (see Table 1 and Figure 2).

**Table 1**

*Mean and SD of the Causes and Results of the Professional Development Program in the Form of PLC Conducted by the Teachers' Council of Thailand*

		M	SD	
Causes	Context	4.10	0.80	
	Input	3.62	0.72	
	Process	3.74	0.78	
Results	Impact	3.86	0.80	
	Effectiveness	– Success	3.88	0.85
		– Problems and obstacles	2.73	1.15
	Sustainability	3.88	0.92	

**Figure 2***Mean Comparison in Each Dimension*

## The Qualitative Results

### The Internal Change

In terms of the program context, the teachers and education personnel agreed with the aim of the professional development program as the suitable and sustainable method. Moreover, they agreed that it was in accordance with other policies that they carried out regularly and was not an additional burden.

### The Development Process

In terms of the input of the program, the teachers and education personnel understood and agreed with the five-step method of PLC applied by the Teachers' Council of Thailand (2018). They were confident that the procedure could solve problems in the teaching profession. Nevertheless, there were problems with the contract duration, disbursement and time spent on the program. The participants requested to organize the program within an academic semester. Therefore, the contract and budget disbursement should be finished before the beginning of the semester. In addition, the changing of the target group's qualifications every year caused obstacles to continuity and consolidation.

With regard to the process, supervision by both the Teachers' Council of Thailand and higher education institutions was excellent. The expert visiting the classroom was a great method. However, still there were problems with the solution provided by the Teachers' Council of Thailand, which was late. Some higher education institutions still did not understand the role, duty and process of monitoring and sharing with schools.

In terms of the impact, the PLC program could make a significant difference to both teachers and students. Establishing unity in school, teachers changed their teaching style from single teaching to working as a team. They also changed the teaching approach



from teaching following books to reflecting with other colleagues. There were a new teaching and learning design, a new learning media design, and a new assessment and evaluation design. They allowed students to develop their thinking skills which could be seen from students' gaining a higher score on the national examinations.

### **Sustainable Development**

The program effectiveness was analyzed in terms of positive and negative aspects, i.e., success and problem, respectively. The aspect of success was manifested through the professional development of teachers and education personnel in the PLC which made the teachers gain more trust and confidence in their colleagues. They were able to continue professional development by themselves in the process of PLC. The aspect of problems and obstacles was still a matter of large teacher workloads, and the development process had numerous details.

The sustainability results showed that teachers and education personnel who participated in professional development for teachers and education personnel in the PLC saw tangible benefits from operations and were determined to continue to operate, even with no support from the Teachers' Council. Moreover, teachers recognized that the PLC professional development program was outstanding. In terms of strengthening cooperation with relevant parties, there was cooperation within school, between school-school, and with other government and private agencies. The concept of PLC was sustainable, and the uncomplicated process was easy for other agencies to follow. It contributed to sustainable development both at the individual and organizational levels. There were two methods to achieve the success of the project: 1) collecting evidence of operations and presenting achievements, both the results and the observed effects of the project, and 2) organizing symposium to disseminate the success to the public and related parties.

### **The Factors Affecting the Teacher Professional Development Project Success and Sustainability**

The Pearson's product-moment correlation coefficient analysis showed that there were 21 pairs in all positive relationships. The size of the relationship was between .005-.789. Sixteen pairs had a statistically significant relationship; however, five pairs had not. The variables that had the most relationship were impact and sustainability, which had a high level of relationship at .789 with statistical significance. It was followed by the pair that had a very similar size of the relationship: context and sustainability, which had a high level of relationship at .787 with statistical significance. Next pair was the relationship between success and sustainability, which had a high level of relationship at .760 with statistical significance. The pair with the slightest relationship was context and problem, which almost had no relationship at .005 with no statistical significance (see Table 2).

Table 2

*Mean, Standard Deviation and the Correlation Coefficient Between Variables*

	1	2	3	4	5	6	7	$\bar{x}$	SD
1. Context	1							4.10	.79
2. Input	.720**	1						3.62	.71
3. Process	.595**	.634**	1					3.74	.78
4. Impact	.703**	.656**	.466**	1				3.86	.80
5. Success	.740**	.615**	.470**	.735**	1			3.88	.85
6. Problem	.005	.080	.224**	.025	.092	1		2.73	1.15
7. Sustainability	.787**	.529**	.466**	.789**	.760**	.083	1	3.88	.92

The results of the analysis of factors affecting the professional development of teachers and education personnel in the form of the PLC using the multiple regression analysis (MRA) with the help of the enter method were as follows:

1. The results of the regression indicated that the model explained 54.10% of the variance and the model was a significant predictor of the impact,  $F = 112.801$ ,  $p = .000$ . The context contributed significantly to the model ( $B = .486$ ,  $p = .000$ ), the input also contributed significantly to the model ( $B = .325$ ,  $p = .000$ ), while the process did not ( $B = -.029$ ,  $p = .587$ ). The final predictive model was:

$$Z_{\text{Impact}} = .486(Z_{\text{Context}}) + .325(Z_{\text{Input}}) - .029(Z_{\text{Process}}).$$

2. The results of the regression indicated that the model explained 56.20% of the variance and the model was a significant predictor of success,  $F = 122.566$ ,  $p = .000$ . The context contributed significantly to the model ( $B = .620$ ,  $p = .000$ ), the input also contributed significantly to the model ( $B = .175$ ,  $p = .004$ ), while the process did not ( $B = -.010$ ,  $p = .844$ ). The final predictive model was:

$$Z_{\text{Success}} = .620(Z_{\text{Context}}) + .175(Z_{\text{Input}}) - .010(Z_{\text{Process}}).$$

3. The results of the regression indicated that the model explained 7.60% of the variance and the model was a significant predictor of the problem,  $F = 7.831$ ,  $p = .000$ . The context contributed significantly to the model ( $B = -.206$ ,  $p = .016$ ), the process also contributed significantly to the model ( $B = .338$ ,  $p = .000$ ), while the input did not ( $B = .014$ ,  $p = .877$ ). The final predictive model was:

$$Z_{\text{Problem}} = -.206(Z_{\text{Context}}) + .014(Z_{\text{Input}}) + .388(Z_{\text{Process}}).$$

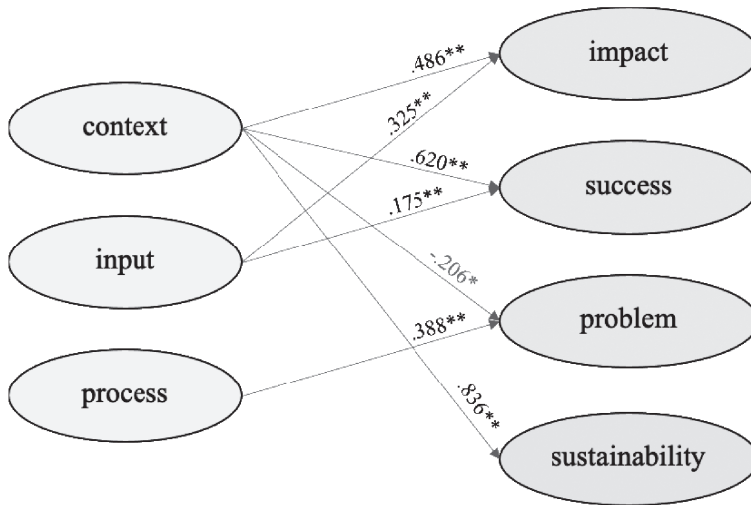
4. The results of the regression indicated that the model explained 62.30% of the variance and the model was a significant predictor of sustainability,  $F = 157.826$ ,  $p = .000$ . The context contributed significantly to the model ( $B = .836$ ,  $p = .000$ ), while the process did not contribute ( $B = -.087$ ,  $p = .121$ ), and the input also did not affect the model ( $B = .024$ ,  $p = .621$ ). The final predictive model was:

$$Z_{\text{Sustainability}} = .836(Z_{\text{Context}}) - .087(Z_{\text{Input}}) + .024(Z_{\text{Process}}).$$

The researchers synthesized the MRA results as a model for the overall picture to show the size of the effect on the dependent variables by presenting only the variables that have a statistically significant effect (see Figure 3).

Figure 3

*The Summarized Model of the Effect of the Variables*



### Discussion

The teachers and education personnel at all levels agreed that professional development of teachers and education personnel in the PLC was critical and necessary. According to the government policy, which focuses on the professional development of teachers and education personnel in the form of the PLC, it is applied to be part of the teacher promotion and accreditation. Consequently, it is recognized as a role that teachers and education personnel must play. Moreover, the continuous PLC operation can affect development of teachers and students.

The first step of the sustainable process of PLC is shared values and norms. According to Yamkasikorn (2016) who reported about working together of teachers and education personnel as a team, everyone must generate a similar perspective and values in raising the quality of education. Teaching and learning are the most critical issues, causing teachers to recognize the benefits of collaboration among teachers for themselves and student learning (Saltkjel, 2018). Therefore, they accepted the professional development and decided to continue it, even in the future, without subsidizing from the Teachers' Council of Thailand.

The PLC can make a significant difference for both teachers and students. Teachers changed their teaching style from teaching alone to team teaching; moreover, it strengthened the solidarity and unity of the teacher community in the school. The finding was consistent with Chookhampang (2017) study that demonstrated that PLC produced good results for both the teaching profession and the learners by focusing on the learners' development. The PLC process increased the sense of commitment to the school mission and goals as a result of obtaining a network. It increased enthusiasm in performance to achieve the mission because of the conception of a shared vision, values and common goals. The teaching and learning in the classroom gain effectiveness. The teachers learned by observing excellent examples of other teacher teaching, which could be applied independently

(Gopalakrishnan et al, 2019). The school administrator could also play a vital role in promoting and encouraging the teachers to establish the network.

Moreover, the PLC program provides the opportunity for teachers and education personnel to meet and discuss, support other teachers to use the knowledge acquired from the network to develop their duties, teaching, classroom management and research in school (Brown & Flood, 2020). Teachers' perception of the opportunity empowers them to gain the responsibility to help students develop the knowledge and skills needed to understand complex sustainable development issues (Anyolo et al., 2018; Jetly & Singh, 2019). The PLC empowers teachers' self-efficacy. Teachers increase the ability to access new and creative ideas, materials, teaching strategies and talents when working with their team (Little, 2020).

The results revealed that the context affected impact, success, problem and sustainability. It reduced the problem and increased sustainability. The PLC context includes shared vision, shared responsibilities, shared focus on student learning and shared focus on continuous teacher learning. As Vitale et al. (2020) stated, the shared vision empowered community participation and learning to create partnerships under the available resources. It reduces redundant work and promotes education as a community space to facilitate opportunities for collaboration and partnerships, amplifying the visibility of the work created by members. Similarly, Theresa (2021) indicated that a shared vision had positive effects on members' work and contributed to overall organization improvement sustainably. Moreover, professional orientation is one of the essential elements in the practical PLC comprehensive framework. It will influence the members' responsibility, mutual collaboration and sustainability eventually (Meeuwen et al., 2019).

Sustainability is the most important factor, especially in the teacher development model. It is related to the materiality of the school, connections with local places, partnerships with the community and creative process (Anyolo et al., 2018). It is relevant to the PLC process that focused on the area-based and professional community partnership to create the way to support student learning continuously. The PLC is a sustainable way to improve the educational management quality. The Teachers' Council of Thailand indicates that the PLC is a sustainable development method and encourages target teachers at other affiliations such as the Local Administrative Organization and Office of Vocational Education Commission to apply the method in order to promote deeper engagement of sustainable development.

In contrast, the process caused the problem and did not affect other variables. It revealed the importance of policy, policy consistency and relevant parties' acceptance. The professional development process funded by a government organization in Thailand depends on procurement regulations. Irrelevant process such as financial processes and supplies, disbursement and documentation beyond the teacher's work occurred in terms of the problem. However, when considering especially the teacher's work, the process is still helpful, and there are clear steps to support teacher learning.

According to Sergiovanni (1994), PLC is a group of individuals to create opportunities for expanding learning among people in the same profession or workplace. Group members have the opportunity to meet, give, share knowledge, learn from the expert and upgrade their skills and knowledge. The focus of the professional learning community is placed on learning more than on teaching and is highly focused on developing each member as a "professional".

### Conclusions

Following the five steps of PLC, teachers and education personnel agreed and accepted to operate in daily work because it was an accordant duty that they carried out regularly. They understood that the PLC process would help them solve schoolwork problems. The process of PLC is a sustainable process to develop the profession. Teachers and education personnel were determined to continue to operate, even without the support of the Teachers' Council. In addition, the results showed the importance of context that led to success and sustainability eventually. Context decreased the problem and obstacles through establishing the understanding and collaboration among members. Impact, context and success had a high relationship with sustainability. The context increased level of impact, success and sustainability; on the other hand, it significantly decreased the level of problem.

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