

## **GLOBAL PERSPECTIVES ON THE ROLE OF PROFESSIONAL LEARNING COMMUNITIES IN INTERNATIONAL SCHOOLS IN ASIA AND TURNAROUND SCHOOLS IN THE UNITED STATES**

**Isagani M. Celzo**

Singapore American School, **SINGAPORE**

**Email:** icelzo@sas.edu.sg

**Antonio R. Yango**

University of Perpetual Help System Laguna, **PHILIPPINES**

**Email:** yango.antonio@uphsl.edu.ph

### **ABSTRACT**

In an era of accountability and increasing demands of student achievement and school reform, professional learning communities (PLCs) have been implemented in the United States and have resulted in the transformation of schools. However, PLCs remain scarce in international schools worldwide despite the emerging interest and significant results in the implementation of PLC process. This paper aimed at examining teachers' global perspectives on the role of PLCs in increasing student achievement, enhancing teacher collaboration, and improving instructional climate in international schools in Asia and turnaround schools in the United States. Narrative and thematic analysis research design was employed. The study revealed the impact of PLCs in the educational transformation and the challenges in its implementation. The teachers' global perspectives on PLCs were categorized in sixteen themes which have been grouped into four overarching themes, namely, (a) the focus on student results, (b) focus on teacher collaboration, (c) focus on instructional climate, and the (d) PLC challenges and solutions. Additionally, the practice of PLC encounters various challenges, including insufficient time and resources, conflicts, resistance to change, amount of workload and tasks, and the lack of trust. Teachers identified the solutions to these challenges to have a successful implementation of PLCs.

**Keywords:** Professional Learning Community (PLC), Teacher Collaboration, International School, Turnaround School, Narrative Analysis, Qualitative Research.