

Exploring Teachers' Collaborative Learning Experiences in Professional Learning Communities: A Qualitative Case Study of a Private School in Thailand

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Abstract

Purpose: This study investigates how teachers work and learn together through Professional Learning Communities (PLC) and Micro-PLC in Primary Grades 1-6 at a private school in Thailand. It examines how collaboration happens in daily teaching, how teachers share their practices, and how reflection becomes part of their routine classroom work. **Research Design, Data, and Methodology:** The study was conducted as a qualitative case study with twelve Thai language teachers. Data came from AI 5D interviews, classroom observations, short written reflections, field notes, and a focus group discussion. All information was reviewed, coded, and grouped to understand how collaboration and teaching practices develop in real situations. **Results:** Teachers were found to work together mainly through everyday activities, such as talking after class, sharing materials, and discussing student learning problems. Micro-PLC was especially useful because it is brief, flexible, and fits naturally into teachers' daily schedules. Five areas became clear in practice: sharing classroom ideas, working across grade levels, engaging students, reflecting after lessons, and learning from student responses. **Conclusions:** These findings show that small and regular interactions can support collaboration and reflection without adding extra workload. Over time, this process helps teachers improve their teaching and gradually build shared practices within the school.

Keywords: Professional Learning Community, Micro-PLC, Teacher Collaboration, Appreciative Inquiry, Organizational Learning

JEL Classification: I21, I25, M53

1. Introduction

In recent years, education has been changing rapidly. Teachers face increasing demands, including new policies, higher expectations, and expanded responsibilities. Most of their time is spent preparing lessons, teaching in class, and assessing students' work. As a result, they have limited time to collaborate with colleagues, share ideas, or reflect on their own teaching (Larrivee, 2000). This situation can also be observed at a private school in Thailand, where many teachers tend to work independently and rarely engage in structured collaboration due to limited time and heavy workloads.

Professional Learning Communities (PLC) has been widely used to support teacher development and student learning (Liu, 2024). PLC is often seen as a useful way to support teacher learning. They focus on working together, having professional conversations, and reflecting on practice (DuFour et al., 2010; Hord & Tobia, 2011). Research shows that PLC can help teachers feel more confident and can also improve student learning (Liu & Ye, 2021). In practice, PLC gives teachers a chance to share teaching strategies and improve their work together (Stoll & Louis, 2015). Many studies also point out that PLC helps strengthen school practices and encourages teachers to collaborate more (Lee et al., 2022; Sai & Siraj, 2015;

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Ventura, 2025).

In Thailand, PLC has been promoted as an important way to develop teachers. Studies show that it helps teachers improve their lesson planning and respond better to students' needs (Meesuk et al., 2021). However, in reality, many teachers still cannot fully participate in formal PLC activities because they do not have enough time and already have many responsibilities. As a result, collaboration is often irregular and hard to continue in daily work (Cunningham & Hillier, 2013). At the same time, informal learning and everyday interactions at work also play an important role in helping teachers keep developing (Joo, 2010).

Even though many studies focus on structured PLC processes, there is still not much attention on how small, ongoing interactions in daily work can support collaboration (Kuusisaari, 2013; Gillis & Mitton-Kukner, 2019). From the idea of Communities of Practice, learning happens through participation, shared practice, and social interaction (Wenger, 1998). However, it is still unclear how this kind of collaboration can continue in schools where time is limited. In particular, there are still few studies on short and flexible forms of collaboration like Micro-PLC in school settings (Brown-Griffin, 2025). There is also limited explanation of how these practices support learning at both team and organizational levels (Kaewprasith, 2019).

In this study, Micro-PLC is described as a small and practical form of Professional Learning Communities. Teachers work together in short but regular interactions as part of their daily work. This idea comes from microlearning, which focuses on short, flexible, and context-based learning. Microlearning supports short and flexible learning that fits real work contexts (Bulut, 2025; Kohnke, 2024; Silva, 2025). Even though it is small in scale, Micro-PLC still keeps the main ideas of PLC and Communities of Practice, such as shared reflection, knowledge sharing, and participation in common practices. Learning happens through shared practice and interaction among members (Wenger, 1998). These interactions usually take about 10-15 minutes, so they can happen without adding extra workload.

To address this gap, this study looks at how PLC and Micro-PLC are used at a private school in Thailand. These short interactions allow teachers to reflect on their lessons, share ideas, and talk about real classroom situations. From field observations, it was found that even though teachers are experienced and committed, many are still unsure how to start and continue simple forms of collaboration. In addition, collaboration and reflection are different across grade levels because of different workloads and time constraints. Therefore, this study aims to understand how PLC and Micro-PLC can support teacher learning and collaboration in ways that fit everyday teaching and can be sustained over time.

Objectives of the Study

The objectives of this study are as follows:

RO1: To explore teachers' experiences of collaborative learning within the Professional Learning Community (PLC) at A private school in Thailand.

RO2: To understand how teachers' shared learning and reflection contribute to the school's organizational learning processes.

RO3: To identify key themes that promote a culture of collaboration and shared learning among elementary school teachers.

2. Literature Review

This section looks at ideas related to how teachers learn together through everyday teaching practice. It focuses on PLC, Micro-PLC, Appreciative Inquiry (AI 5D), organizational learning, and collaboration. These ideas help explain how teachers share, reflect, and learn from each other in simple and practical ways.

2.1 Professional Learning Community (PLC)

PLC refers to teachers working together and learning from their own teaching. Teachers talk about lessons, student problems, and ways to improve their teaching. Studies show that PLC can help teachers feel more confident and improve student learning (Liu & Ye, 2021). It also helps teachers share ideas and not work alone. Other studies also show that PLC supports teamwork and helps schools improve over time (Lee et al., 2022; Sai & Siraj, 2015). PLC supports teachers in working together and improving their practice (DuFour et al., 2010).

At the same time, many PLC activities are still done in formal meetings. In real school settings, teachers may not always have enough time for this. Because of this, it is important to look at how PLC can happen in ways that fit daily teaching practice.

2.2 Micro-Professional Learning Community (Micro-PLC)

Micro-PLC is a smaller and shorter form of PLC. It usually happens in short sessions, around 10-15 minutes. Teachers share small ideas, talk about what happened in class, and make quick changes to their teaching. This kind of collaboration is easier for teachers to join because it does not take much time.

This idea is also related to microlearning, which focuses on short and flexible learning in real situations (Bulut, 2025; Kohnke, 2024; Silva, 2025). Studies also show that small

and simple collaboration can support teacher learning in everyday work (Brown-Griffin, 2025).

At the same time, there is still limited research that clearly explains how Micro-PLC works in real school settings or how it supports long-term learning.

2.3 Appreciative Inquiry (AI 5D)

Appreciative Inquiry (AI) is a strengths-based approach that emphasizes positive experiences and successful practices. The AI 5D cycle—Define, Discover, Dream, Design, and Destiny—supports constructive reflection by focusing on what works well and what can be further developed. Studies show that AI encourages open communication and reduces anxiety during reflection and discussion (Cooperrider & Whitney, 2013; Hammond, 2013) and AI supports reflection by focusing on strengths and positive practice (Cooperrider et al., 2018).

In educational settings, AI helps teachers feel safe to share their experiences and ideas. By beginning with positive questions, teachers are more willing to reflect on their teaching and consider improvements. AI is therefore appropriate for supporting reflection in PLC and Micro-PLC activities. Teachers are more willing to talk when they start from good experiences. AI has also been used in organizational development to support positive change and teamwork (Lewis et al., 2016; Stavros et al., 2015).

At the same time, focusing only on positive ideas may not be enough. Teachers also need to talk about problems and how to improve their teaching.

2.4 Organizational Learning

Organizational learning explains how learning starts from individual teachers and then grows to team and school levels. When teachers share ideas and reflect together, their learning becomes part of the school. This idea is supported by studies on PLC and school development (Stoll & Louis, 2015).

In the Thai context, organizational learning is also seen as something that develops through collaboration at different levels (Kaewprasith, 2019). However, there is still not much clear explanation of how daily collaboration in schools leads to organizational learning.

2.5 Teacher Collaboration and Reflection

Collaboration helps teachers share ideas, reduce workload, and support each other. It also helps teachers solve problems together and improve their teaching (Meesuk et al., 2021).

Reflection is also important. When teachers think about what worked and what did not work, they can improve their next lesson (Larrivee, 2000). Studies also show that teachers learn through talking and working together in real situations (Gillis & Mitton-Kukner, 2019; Kuusisaari, 2013).

At the same time, collaboration and reflection do not always happen regularly because teachers have limited time and heavy workloads.

2.6 Integration and Organizational Development

These ideas show that teacher learning does not always follow a fixed process. In this context, teachers start from their own teaching, then share ideas with others, and learn together step by step. Through everyday interactions, they gradually develop shared ways of working. This is similar to the idea of organizational development, where change comes from participation and real work, not only from top-down policies (DuFour et al., 2010; Lewis et al., 2016).

At the same time, there is still not much explanation of how these ideas work together in real school settings, especially in everyday teaching practice.

2.7 Conceptual Framework

At the same time, these ideas show that teacher learning is closely connected to everyday teaching. Teachers learn from their own lessons, share ideas with others, and continue learning together through real classroom situations. Then talking after class, sharing small ideas, and reflecting on what happened help teachers improve their teaching step by step. Over time, this leads to shared ways of working across the school.

Figure 1 shows how PLC, Micro-PLC, AI, collaboration, reflection, and organizational learning are connected in this study.

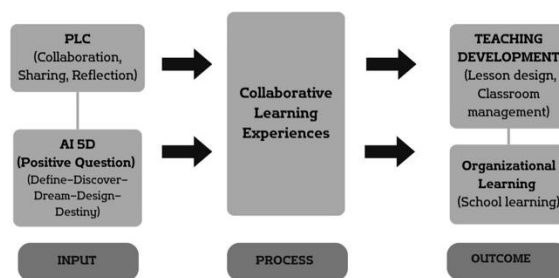


Figure 1: Conceptual Framework

Note: This figure shows how PLC, Micro-PLC, AI 5D, collaboration, reflection, and organizational learning are connected in everyday teaching practice. Teachers learn from their own teaching, share ideas with others, and gradually develop shared practices across the school. The framework was developed by the researcher based on the study context.

3. Research Methods and Materials

This study used a qualitative case study to understand how teachers work and learn together in their daily work (Merriam & Tisdell, 2016). The focus was on what teachers do in real classrooms, how they talk with each other, and how they reflect on their teaching. PLC was used to support sharing and collaboration, while AI 5D helped teachers feel comfortable talking about their experience and what worked well in their teaching.

3.1 Research Participants

This study included 12 Thai language teachers from Primary 1-6 at A private school in Thailand. There were 3 male teachers and 9 female teachers. Their teaching experience ranged from 6 to more than 21 years. All teachers had experience in PLC activities and worked in real classroom settings.

3.2 Research Instruments

This study used interviews, classroom observation, short reflection after teaching, and focus group discussion to collect data. Interviews used AI 5D questions to help teachers talk about their teaching experience and what worked well. Classroom observation helped the researcher see real teaching in practice. Reflection forms were used to collect short ideas after each lesson. Focus group discussion was used to confirm and discuss shared ideas among teachers.

Table 1: Research Instruments

Instrument	Purpose	Description
Interview (AI 5D)	This instrument helps understand teacher experience.	Teachers talk about their teaching, share what worked well, and reflect on their classroom experience through semi-structured questions.
Classroom Observation	This instrument helps observe real teaching practice.	The researcher observes how teachers teach, interact with students, and manage the classroom in Primary 1-6.
Reflection Form	This instrument helps capture quick reflection.	Teachers write short ideas after teaching, reflect on what happened, and think about how to improve their lesson.
Focus Group Discussion	This instrument helps confirm shared ideas.	Teachers discuss their experience together, share ideas, and confirm common

Instrument	Purpose	Description
		practices from their daily teaching.

Note: This table shows how each instrument is used in this study. The instruments were developed by the researcher based on the study context.

3.3 Data Analysis

Data analysis followed a step-by-step process. The researcher first read all data to understand the overall meaning. Then, codes were created based on what teachers said. Similar codes were grouped into themes. Three coders helped check and confirm the coding to make sure it was consistent.

AI 5D was used to help understand teacher experience in each step, including Define, Discover, Dream, Design, and Destiny. Data from interviews, classroom observation, reflection forms, and focus groups were compared together to confirm the findings. All teachers were coded as T1-T12.

3.4 Trustworthiness and Ethical Considerations

Trustworthiness was supported by comparing data from different sources, checking codes with three coders, and asking teachers to confirm the main ideas. All teachers joined the study voluntarily. Their names were replaced with codes to protect their identity. All data were kept secure and used only for academic purposes following PDPA guidelines

4. Results and Discussion

This section presents how teachers share ideas, reflect on their teaching, and work together in their daily practice. Teachers talk about what happened in their classrooms, share materials, and discuss student problems together. These activities help teachers improve their lessons and learn from each other in real situations.

4.1 Participants and Data Overview

The participants were 12 Thai language teachers from Primary 1-6 at A private school in Thailand. There were 3 male teachers and 9 female teachers. Teaching experience ranged from 6 to more than 21 years. Purposive sampling was used to select teachers who used PLC in classroom teaching.

Teachers explained that PLC is simple sharing after teaching. Classroom observation showed the use of songs, games, worksheets, and picture cards. Self-reflection showed what teachers think works well and what needed

improvement. Interviews and focus group discussions showed similar ideas among teachers. Teachers said Micro-PLC was suitable for daily work because it was short and easy to join.

4.2 Findings from AI 5D Interviews

The AI 5D interviews show how teachers understand PLC and reflect on their teaching in their daily practice. The data from 12 teachers are summarized in Table 2.

Teachers understand PLC as simple sharing after class. Teachers talk about real classroom problems, share teaching ideas, and work together instead of working alone.

Teachers use PLC to improve their teaching. Teachers adjust their lessons based on real classroom situations and make small changes step by step. Teachers feel more confident when they work together.

Teachers share materials, use songs, games, worksheets, and activities, and support student learning in different ways.

Teachers reflect on their teaching after class. Teachers think about what happened, what worked, and what they want to improve in the next lesson.

Teachers want PLC to be short and easy to use. Teachers prefer small group discussion, simple sharing, and real classroom examples that do not increase their workload.

Teachers suggest that PLC should focus on real practice. Teachers want clear time, shared materials, and simple activities that help them work together continuously.

Table 2: Qualitative Data Analysis - Summary of AI 5D Interview Responses

No	AI 5D Question	Summary of Responses from 12 Teachers	Key Points from 3 Coders
1	Define - How would you define PLC in your own understanding?	Teachers describe PLC as simple sharing after class. It helps teachers talk about real classroom problems, design lessons together, and not work alone. PLC is a safe space, not paperwork. Teachers said PLC helps improve students directly and becomes school learning when everyone shares ideas.	PLC as collaboration, shared learning, reflection, student-centered teaching, safe space, teamwork, reducing isolation, and building a learning culture.
2	Define - How can PLC improve teaching and learning?	PLC helps teachers share problems, find new ideas, and improve lessons. Students get direct benefits because lessons match their needs. PLC reduces repeated work and gives teachers confidence. Teachers said PLC helps solve problems for slow readers, shy learners, and different ability groups.	Continuous improvement, idea sharing, teamwork, classroom problem-solving, student engagement, reduced workload, motivation, and practical teaching strategies.
3	Discover - What are you	Teachers are proud when students join activities and enjoy learning. They use songs,	Student engagement, active learning,

No	AI 5D Question	Summary of Responses from 12 Teachers	Key Points from 3 Coders
	most proud of in your current teaching practices ?	games, stories, videos, and hands-on tasks. Students become more confident and speak more. Teachers also feel proud when other teachers use their materials.	improved behavior, classroom management, use of media, recognition from peers, and student confidence.
4	Discover - Experience working with another teacher in PLC that improved teaching or student learning	Teachers explain observing each other's classes, sharing worksheets, and talking after class helped them fix weak points quickly. Reviewing student work together helped teachers see the same picture. Success came from honest sharing, teamwork, and solving real student problems.	Sharing materials, teamwork in lesson prep, open communication, honest reflection, joint class observation, evidence-based discussion, and consistent teaching practices.
5	Dream - If PLC could improve teaching in the future, what would you like it to look like?	Teachers want PLC to be simple, short, and focused on real classroom issues. They want shared goals, cross-subject ideas, and lesson planning together. They want PLC to use real evidence such as photos, student work, and videos. PLC should be easy for new teachers and not heavy with documents.	Structured and problem-based PLC, continuous improvement, student-centered design, shared goals, flexible process, evidence-based, and teamwork across subjects.
6	Dream - If there were no time/workload limits, how would PLC operate ideally?	Teachers want real PLC time from the school, more technology support, and shared teaching materials. They want action learning—try, reflect, and improve. Teachers want project-based PLC and a shared resource bank to reduce workload. Pair observation should happen more often.	Shared materials, time support, action learning, reflective practice, project-based teamwork, technology support, deeper discussion, and learning-by-doing.
7	Design - If you could begin making small changes in your teaching, where would you start?	Teachers want to start from open-ended questions, small group tasks, and more media. They want short activities to keep students active. Some teachers want more reflection after class. They also want shared worksheets across grade levels to help preparation.	Open-ended questioning, group activities, hands-on learning, media use, regular reflection, shared materials, and support for active learning and student confidence.
8	Design - How can we design a simple PLC activity,	Teachers want PLC to last 10-20 minutes after class, share one idea, or discuss one success and one problem. Use real evidence such as worksheets or pictures. PLC should be friendly, not evaluation. Small	Short PLCs, small groups, simple sharing tools, pair observation, real classroom evidence, friendly atmosphere, and

No	AI 5D Question	Summary of Responses from 12 Teachers	Key Points from 3 Coders
	so all teachers feel comfortable joining?	groups or pair PLC help teachers feel relaxed.	reduced workload.
9	Destiny - How would you like PLC to move forward next semester?	Teachers want PLC once a month with clear school time. PLC should use real classroom practice and simple reflection. PLC should connect with supervision. They want shared grade-level goals such as reading or writing improvement.	Monthly PLC, simple system, real classroom sharing, supervision alignment, clear goals, school time support, teamwork, and reduced workload.
10	Destiny - What will help learning exchange continue sustainably?	Teachers explain PLC will continue if the school gives time, tools, and a simple structure. Friendly, safe sharing is important. Teachers want shared materials and a common storage folder. PLC must not add workload. Teachers said they continue when they see student improvement.	Time support, safe culture, simple system, shared resources, trust, workload reduction, real student results, and practical tools.

Note: This table shows a summary of responses from the 12 teachers (T1-T12) based on AI 5D interviews. The coding was checked by three coders for consistency.

4.3 Themes from Teachers' Learning

This section presents how teacher learning happens in daily practice. Five themes are found from interviews, classroom observation, reflection, and focus group discussion.

Theme 1: Classroom Sharing

Teachers share teaching activities, materials, and student-related problems based on real classroom situations. Teachers talk about what happened in their classrooms and exchange ideas after teaching.

This is supported by interview data, where teachers describe PLC as simple sharing after class and a space to talk about real classroom problems and work together instead of working alone (Table 4, Define).

Theme 2: Collaboration among Teachers

Teachers work together, share lesson plans, and exchange materials with colleagues. Teachers help each other and reduce workload through shared preparation.

Interview data also show that teachers observe each other's classes, share worksheets, and discuss student work together. This helps them solve problems and improve teaching more quickly (Table 4, Discover).

Theme 3: Reflection after Teaching

Teachers reflect on their teaching after class. Teachers write short notes, think about what worked, and plan how to improve their next lesson.

This is supported by data showing that teachers use reflection to adjust their teaching and improve lessons step by step based on real classroom situations (Table 4, Design).

Theme 4: Micro-PLC in Daily Practice

Teachers join short and informal Micro-PLC sessions in their daily work. Teachers say this format is simple, flexible, and easy to use.

Interview data show that teachers prefer short discussions, small group sharing, and real classroom examples. These activities usually take place in 10-20 minutes and do not add extra workload (Table 4, Design).

Theme 5: Learning at the School Level

Teacher learning starts from individual experience and expands to team learning. Teachers gradually develop shared practices across the school through continuous interaction.

This is supported by data showing that when teachers share ideas regularly, learning moves beyond individual classrooms and becomes shared practices at the school level (Table 4, Define; Destiny).

4.4 Relationship among Themes

This section explains how the five themes connect in everyday teaching. In practice, teachers usually start from their own classroom experience. After teaching, they talk with colleagues, share what happened in the lesson, and exchange ideas based on real situations rather than formal discussion.

This section shows how teachers begin to work together. Teachers share materials, plan lessons together, and support each other in simple ways. Teachers reduce workload and make collaboration part of their daily routine.

Reflection also develops in a similar way. Teachers think about what worked in their lesson, what did not go as expected, and what they might change next time. These reflections are not always formal, but they still lead to small adjustments in teaching. When this happens repeatedly, it creates a continuous process of improvement.

Micro-PLC helps make this process possible. Because the interaction is short and flexible, teachers can easily join without feeling that it adds to their workload. They can talk, share, and reflect in a way that fits their schedule, which makes collaboration more consistent.

As these practices continue, teacher learning no longer stays at the individual level. Ideas are shared, adapted, and used by others. Over time, teachers develop similar ways of working, and this shared understanding becomes part of school practice. Everyday interaction then leads to collective learning across the school.

4.5 Discussion

The findings of this study show that PLC and Micro-PLC give teachers a space to exchange their teaching experiences and think about their classroom practices in a way that is straightforward and useful. Many teachers seem to prefer short and flexible collaboration, as it allows them to discuss actual classroom situations without feeling that it increases their workload. This is in line with earlier studies that show PLC can strengthen teacher confidence and collaboration (Liu & Ye, 2021; Meesuk et al., 2021). In this study, similar outcomes also appeared in Micro-PLC, even though the activities are less formal and take less time. This reflects that collaboration among teachers can still be effective even when it is not highly structured, as long as it fits naturally into their daily work.

This finding is consistent with previous studies that emphasize learning through everyday practice (Cunningham & Hillier, 2013; Joo, 2010). In this study, these simple and repeated interactions seem to make a real difference in how teachers adjust and develop their teaching. It also suggests that learning can continue over time without needing to rely heavily on formal training sessions.

The findings also show that teachers learn a great deal from each other through real classroom situations, not just through meetings. They learn by trying new approaches, talking about what happened, and exchanging ideas with colleagues. This is close to the idea of Communities of Practice (Wenger, 1998), where learning grows from working together and interacting regularly. Over time, teachers start to understand each other better and develop similar ways of teaching. This also relates to organizational learning (Stoll & Louis, 2015), as knowledge is slowly built and shared within the school. However, what can be seen from this study is that this kind of learning does not have to depend only on formal systems. It can happen through simple and short activities that are already part of everyday work.

Another point from the findings is that Appreciative Inquiry (AI 5D) helps create a more relaxed and open space for teachers to share their ideas. Teachers seem more comfortable speaking and are more willing to talk about their own classroom practices. They often start by looking at what works well and then use those strengths to improve step by step. This is similar to earlier studies that show AI supports open and positive discussion (Cooperrider & Whitney, 2013; Hammond, 2013). At the same time, teachers also think about what could be improved, which helps them continue developing their teaching in real classroom settings. This shows that a supportive and positive environment can encourage teachers to take part more actively in working together.

Overall, the findings show that PLC and Micro-PLC support teacher collaboration in ways that are practical and closely linked to everyday teaching. What stands out in this study is that collaboration does not need to be large, formal, or time-consuming to be useful. Smaller and more flexible approaches can also work well, especially in real school settings where teachers have limited time and many responsibilities.

5. Conclusions and Recommendation

5.1 Conclusions

This study shows how teachers in Primary 1-6 learn together through PLC in their everyday teaching. Teachers learn best when PLC activities are simple, short, and connected to real classroom situations. Teachers talk about their teaching, discuss student problems, and reflect after lessons. These activities help teachers improve their teaching in practical ways.

The findings also show that PLC does not need complex systems or strict procedures. Teachers use Micro-PLC in short and simple ways that fit their limited time and heavy workload. Teachers talk after class, share ideas, and make small changes in their teaching. This helps them work together and move toward common goals.

The findings show that teacher learning develops over time. Teachers begin from their own classroom practice, then share ideas with others, and slowly build shared ways of working across the school. This is related to the idea of organizational learning. AI 5D helps teachers find what works, make small changes, and keep improving step by step.

Overall, the study shows that PLC activities that are simple, short, and connected to the classroom can support ongoing teacher learning and help schools grow in a sustainable way.

5.2 Recommendations

PLC can be used in simple ways in daily teaching. Teachers learn better when PLC is short, practical, and connected to classroom situations. Micro-PLC can be used as the main approach for collaboration, while AI supports simple reflection.

5.2.1 Recommendations for Schools

Schools can support Micro-PLC in daily work by setting short and regular time after teaching so teachers can join without feeling it is extra work. Schools can also prepare worksheets and simple lesson ideas so teachers in the same

grade can plan together more consistently. Schools can support learning from real teaching by allowing short classroom observations. Teachers can learn from real classrooms without evaluation. Schools can also support simple sharing by providing short note sheets for teachers to record what worked well. Reducing unnecessary tasks can give teachers more time to collaborate.

5.2.2 Recommendations for Teachers

Teachers can reflect on their teaching after each lesson in a short and simple way by noting what worked and what can be improved in the next lesson. Teachers can also share classroom ideas, such as games, activities, and teaching steps, and adjust them based on student needs. Teachers in the same grade can set shared goals for each semester and use Micro-PLC to move in the same direction.

5.2.3 Recommendations for Future Studies

This study focuses on Primary 1-6 teachers in one school. Future studies can follow teachers over a longer period to examine how Micro-PLC develops in practice. Future research can compare Micro-PLC and AI with other approaches, such as Lesson Study or Coaching, to understand what works in different contexts. Future studies can also include other subjects or grade levels and use more data, such as student work or classroom observation.

5.3 Limitation and Further Study

This study was conducted in one school with a small group of teachers, so the findings may not apply to all schools. The study focuses on teachers' experiences in daily work and does not include long-term results or detailed student outcomes. Future studies can follow teachers over a longer period to examine changes in teaching. Further research can include more schools and different contexts to better understand how Micro-PLC works in practice.

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Appendix 3: Classroom Observation Checklist

No	Observation Focus	Indicators	Rating Scale
1	Lesson Preparation & Organization	The lesson plan is clear and the content is well arranged. Prepare media and activities in advance. Manage the class to provide continuous teaching.	<input type="checkbox"/> 4 Excellent <input type="checkbox"/> 3 Good <input type="checkbox"/> 2 Fair <input type="checkbox"/> 1 Needs Improvement
2	Student Engagement & Learning Activities	Students participate in activities. Activities help students think and take action. Students show interest and motivation.	<input type="checkbox"/> 4 Excellent <input type="checkbox"/> 3 Good <input type="checkbox"/> 2 Fair <input type="checkbox"/> 1 Needs Improvement
3	Use of Teaching Strategies & Methods	Use a variety of teaching styles that are suitable for the content. Encourage interaction and collaboration. Activities connect with the purpose of the lesson.	<input type="checkbox"/> 4 Excellent <input type="checkbox"/> 3 Good <input type="checkbox"/> 2 Fair <input type="checkbox"/> 1 Needs Improvement
4	Collaboration with Colleagues (PLC Practice)	Join the plan or reflect on the results with fellow teachers. Exchange opinions and suggestions. Work together to solve problems or design activities.	<input type="checkbox"/> 4 Excellent <input type="checkbox"/> 3 Good <input type="checkbox"/> 2 Fair <input type="checkbox"/> 1 Needs Improvement
5	Reflective Practice & Improvement	Review what works and what should be adjusted. Open to advice from others. Take new ideas from PLC or discussions	<input type="checkbox"/> 4 Excellent <input type="checkbox"/> 3 Good <input type="checkbox"/> 2 Fair <input type="checkbox"/> 1 Needs Improvement

No	Observation Focus	Indicators	Rating Scale
		into practice.	
6	Teacher Motivation & Professional Growth	Show your intention and determination in teaching. Seek opportunities for self-development. Regularly participate in PLC or joint learning activities.	<input type="checkbox"/> 4 Excellent <input type="checkbox"/> 3 Good <input type="checkbox"/> 2 Fair <input type="checkbox"/> 1 Needs Improvement
7	Student Learning Outcomes (Observed Evidence)	Students show their understanding through activities. See the development or increase participation. Students are more satisfied and confident.	<input type="checkbox"/> 4 Excellent <input type="checkbox"/> 3 Good <input type="checkbox"/> 2 Fair <input type="checkbox"/> 1 Needs Improvement

Note: The 4-point scale was used for descriptive support in qualitative interpretation, not for statistical analysis.

Interpretation Guideline

Average Score	Interpretation
3.51–4.00	Excellent performance – strong PLC participation and teaching effectiveness.
2.51–3.50	Good – consistent and effective teaching with some areas for development.
1.51–2.50	Fair – needs support to strengthen PLC practices and teaching methods.
1.00–1.50	Needs Improvement – lacks reflective collaboration and teaching coherence.