

Professional Learning Communities

The Professional Learning Community (PLC) process is a concept that refers to an ongoing process in which educators commit to working collaboratively to achieve better learning opportunities for the children they teach.

In a PLC, educators plan together, take collective responsibility for the learning of all children, share ideas about what is and is not working, and analyze student data together to adjust instruction.

Three big ideas outline the process:

1) A Focus on Learning

- The fundamental purpose of education is to ensure that *all* children learn at appropriate developmental levels.

2) Building a Collaborative Culture

- We cannot achieve the fundamental purpose of learning for *all* if teachers work in isolation.

3) A Focus on Results

- We need evidence that *all* children are acquiring healthy social and emotional development, positive approaches to learning, and age appropriate skills deemed essential to their success.

Quick Tips: Concise guidance for ECEs

Quick Tips provide early childhood educators, at all levels of practice, concise guidance on specific and relevant topics. Each Quick Tip is intentionally designed to inspire growth and learning, elicit reflection, and support best practices for all children and their families. Quick Tip content embraces inclusiveness across all topics and embeds inclusive practice throughout.



Early Educator Support,
Licensure and Professional
Development (EESLPD) Office







NC Foundations for Early Learning and Development

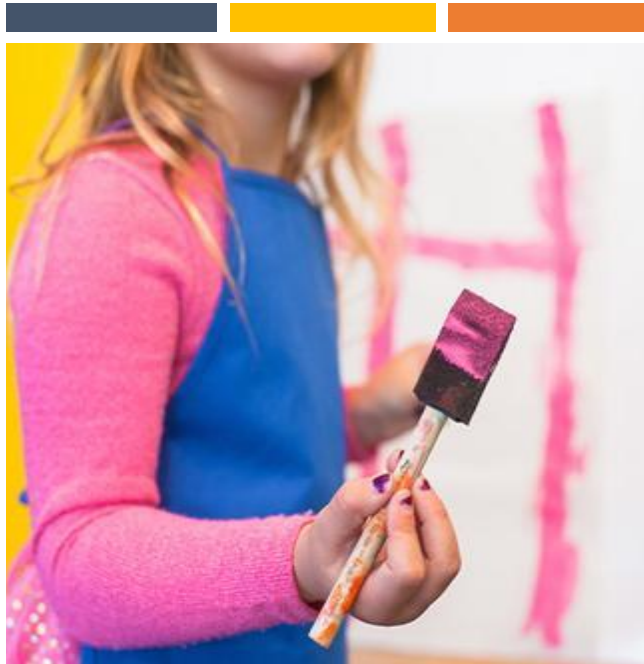
Guiding Principles

1. Development and learning across the full continuum from birth to five years is important.
2. Each Child is Unique.
3. Development occurs in predictable patterns but an individual child's developmental progress is often uneven across different stages and across developmental domains.
4. All children can learn and make progress in the areas defined in Foundations.

Reflective Questions

The Four Critical PLC Questions:

1. What is it we want all children to learn and how do we foster individual development?
2. How do we know if they are developing as expected and have learned essential skills, concepts and dispositions we have deemed most essential?
3. How will we respond when some of the children do not learn and develop as we expected?
4. How will we enrich and extend the learning and development for children who are already mastering developmental objectives?



“The PLC process evolves as it’s members grow and learn.”

-Dr. Bobbie Rowland

NC Professional Teaching Standards

Standard 1, Element B: Teachers Demonstrate Leadership in the School

Standard 1, Element C: Teachers Lead in the Teaching Profession

Standard 1, Element D: Teachers Advocate for Schools and Children

Resources/Useful Tools

DuFour, R., DuFour, R., & Eaker, R. (2008). *Revisiting professional learning communities at work: New insights for improving schools.* Bloomington, IN: Solution tree.