The purpose of a PLC in our Catholic schools

The Professional Learning Community (PLC) is built on the foundation of a shared moral purpose for school improvement. The PLC in the Catholic school is underpinned by shared vision, values and goals. Collaborative teams are the key components within the PLC. Catholic schools are learning communities based on strong partnerships that connect, challenge and collaborate.

Professional Learning Teams (PLTs) are... composed of collaborative teams of staff focussed on student and teacher learning using the 4 critical questions. Collaborative teams also serve as the building block of the wider professional learning community.

Student Learning:
The commitment to improved student learning and growth is an essential attribute of a collaborative team. It’s not enough to ensure that students are taught. Teachers must ensure students learn and experience growth as life-long learners.

Critical question 1
What should students know and be able to do?

Critical question 2
How will we know when students have learnt it?

Critical question 3
How will we structure learning experiences to ensure students learn?

Critical question 4
How will we respond when students do not learn it or when they already know it?

Leadership capacity:
The Principal as the leader continues to develop the leadership practices of setting directions, building relationships, developing people, re-culturing the school and managing the teaching and learning program.

Collaborative Teamwork:
Teachers working together in learning teams to create a school culture where collective inquiry, reflective practice and continuous professional learning are used to design and implement effective instructional practices.

Teacher capacity:
A commitment to a professional culture where instructional practice is continually improving as teachers collaborate to initiate and assess effective practice.

Professional Learning: PLCs value job-embedded professional learning supported by external opportunities for lateral and vertical learning. Teachers develop instructional practices on the job through learning by doing in the classroom with processes established to reflect, share and collaborate - P2P, Instructional Walks, Coaching/Mentoring, collaborative teams, Cycles of Improvement, Videos of Practice.

Catholic Schools Office
Diocese of Lismore

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