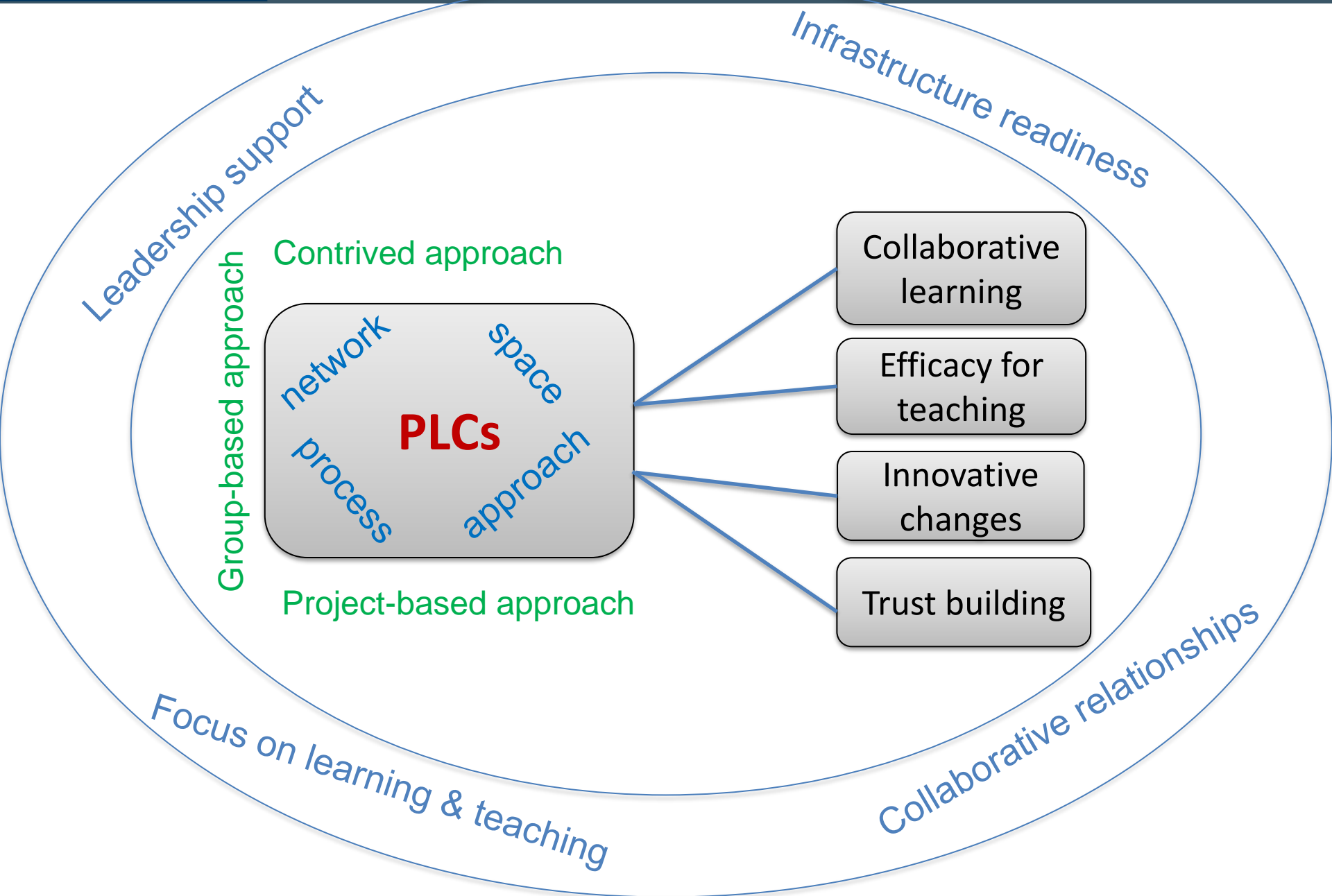# A review on the empirical research of PLCs in the Global South:

Evidence and recommendations

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Infrastructure readiness

Leadership support

Group-based approach

Contrived approach

network

space

PLCs

process

approach

Project-based approach

Collaborative learning

Efficacy for teaching

Innovative changes

Trust building

Collaborative relationships

Focus on learning & teaching

Inclusion Criteria	Elaboration of Criteria
Time frame	January 2000 – May 2021
Language	English
Geographical locus	Low / Medium income countries
Type of research	Empirical
Type of publications	Peer-reviewed journal articles (indexed in Scopus)
School level	K-12
Content	o Centrally about PLCs o PLC is defined as "*a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way; operating as a collective enterprise*" (Stoll et al., 2006)

Search terms

o professional learning community

o learning community

o teacher learning

o professional community

o teacher community

o professional learning

o professional development

o professional network

o community of practice

o staff development

Identification

Identifying by initial Scopus search
(n = 3050 articles)

Screening

Scanning titles, abstracts, & keywords
(n = 3050 articles)

Excluded 2763 articles

Retained 287 articles

Eligibility

Assessing eligibility based on full texts
(n = 287 articles)

Excluded 212 articles

Retained 75 articles

Appraisal

Assessing quality based on 10 criteria
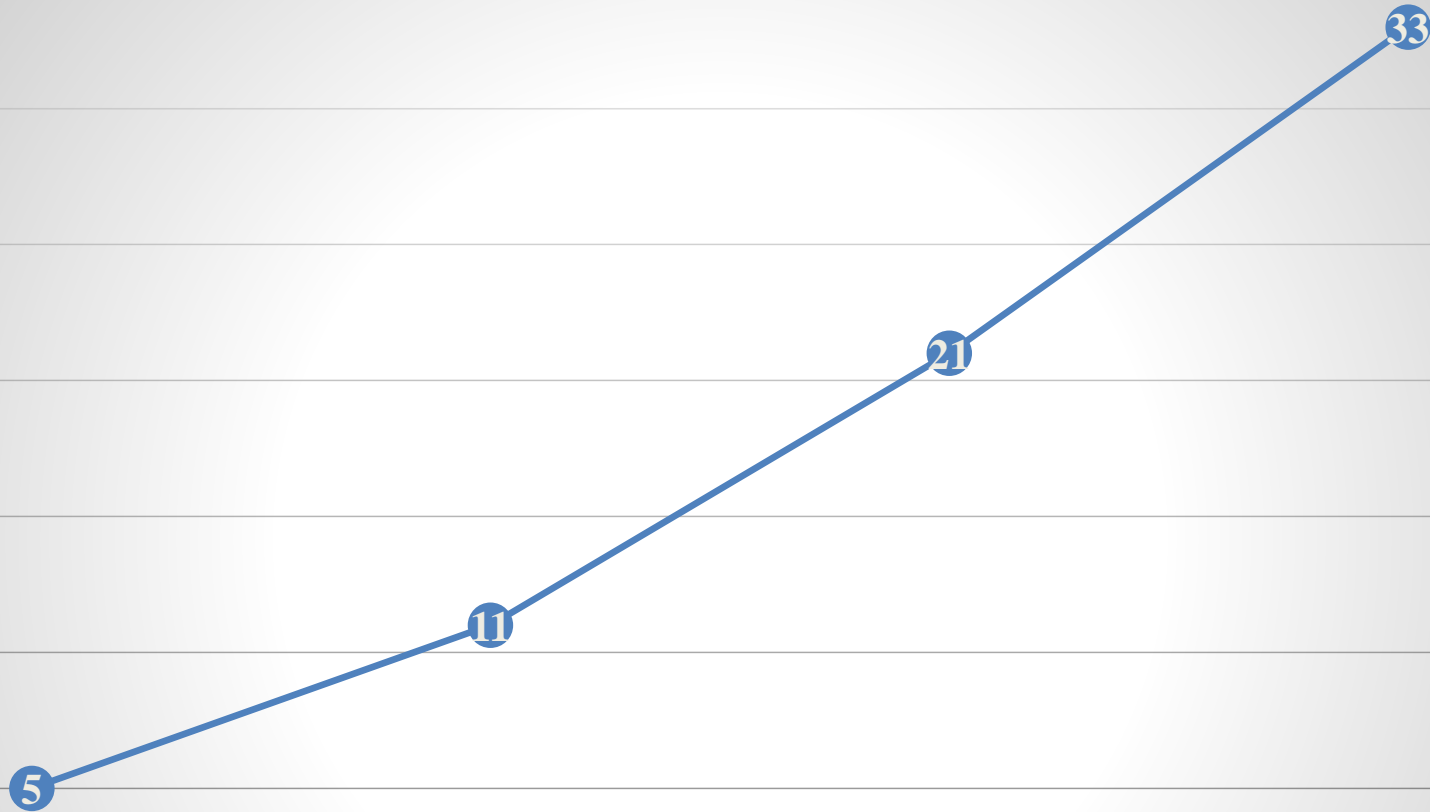*(n = 75 articles)*

Excluded 5 articles

Retained 70 articles

Included

Analysing shortlisted articles
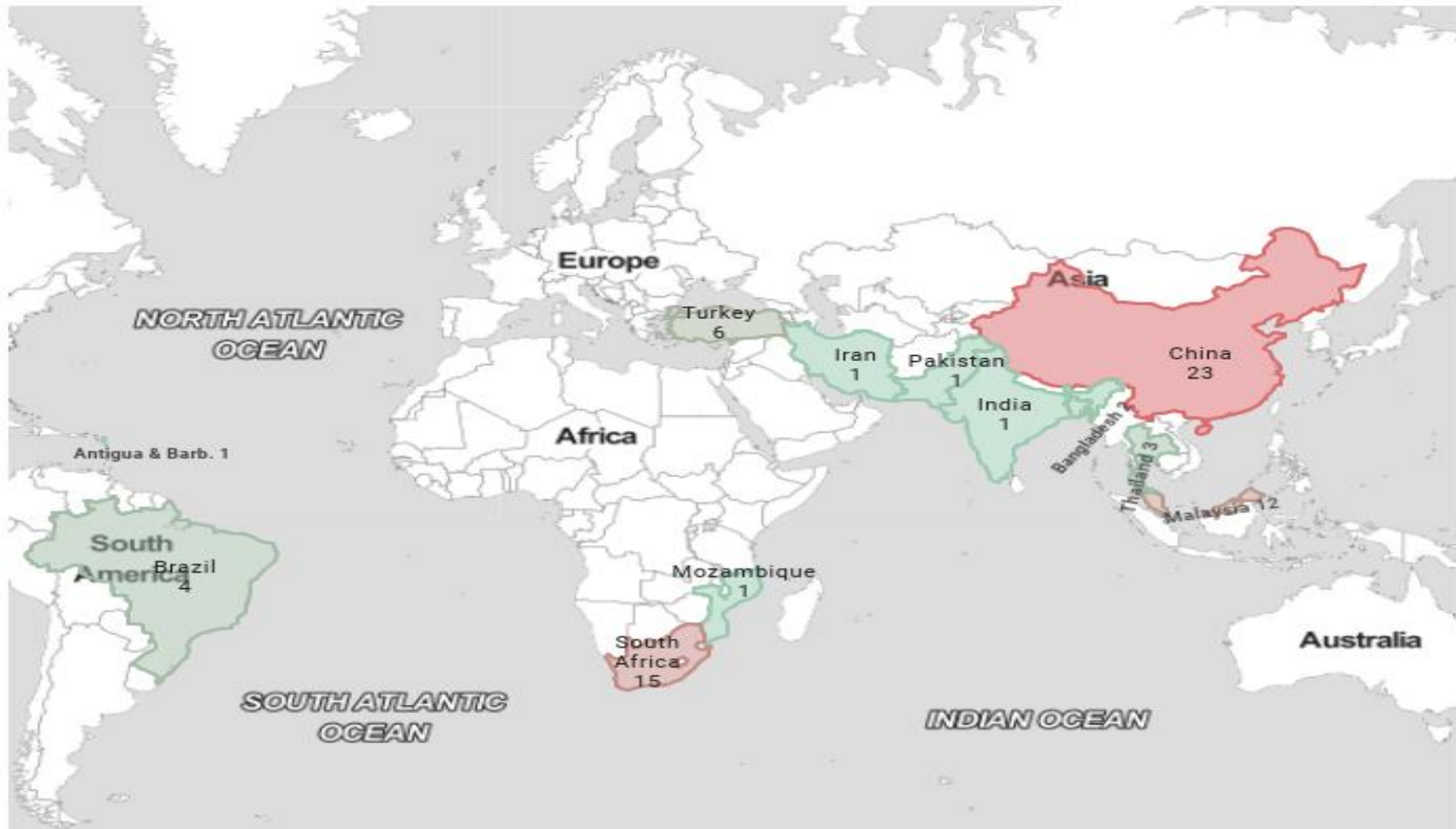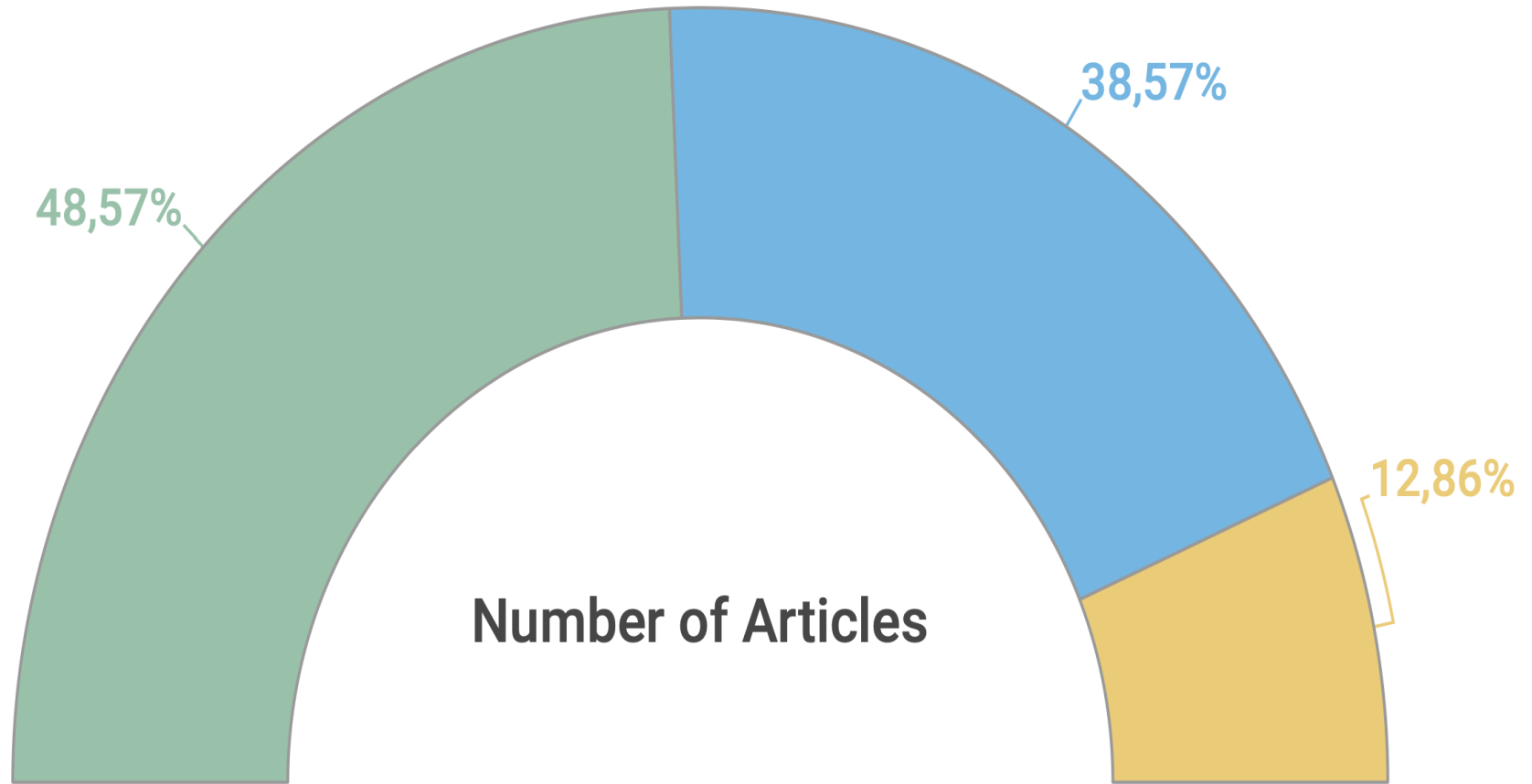*(n = 70 articles)*

PERIOD 1
(2010 - 2012)

PERIOD 2
(2013 - 2015)

PERIOD 3
(2016 - 2018)

PERIOD 4
(2019 - 2021)

Research Articles on PLCs in the Global South (2001-2021)

Articles by research approaches

University of Glasgow

48,57%

38,57%

12,86%

Number of Articles

Qualitative research • Quantitative research • Mixed methods research

University of Glasgow
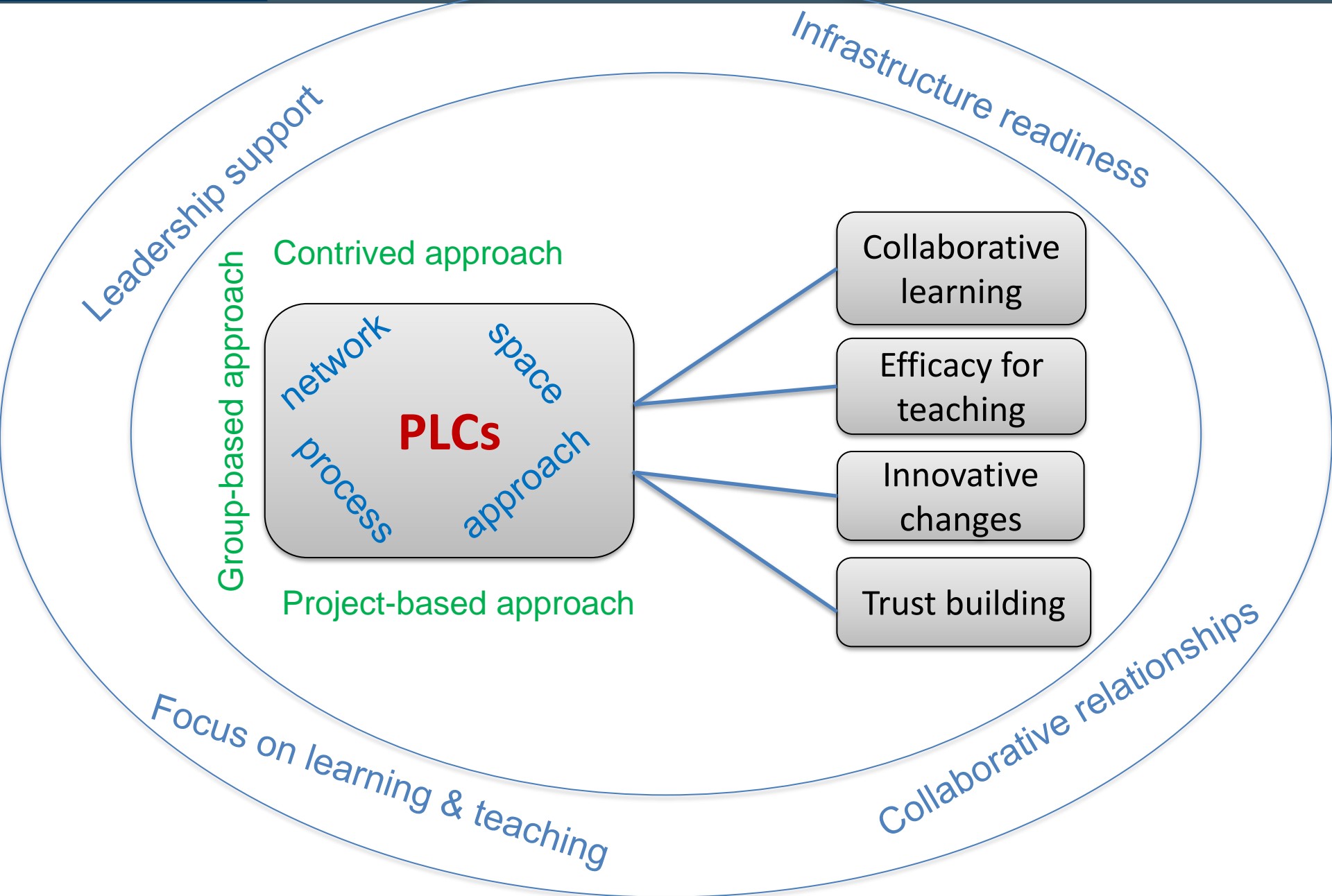
1. Calling for greater leadership and policy support for PLCs

2. Developing an appropriate time structure for participation in PLCs

3. Focusing PLCs on learning and teaching

4. Promoting PLCs' agenda for diversity, equity, and inclusion

5. Theorising and addressing teachers' inherent tensions and challenges in participating PLCs

6. Developing leaders for PLCs

7. Supporting PLCs for school leaders

8. Developing an evaluation framework for development

9. Evaluating the cost of PLC model of professional development

10. Exploring complementarity of PLCs and other models of professional development

Thank you for joining us today!