

Professional Learning Communities:  
source materials for school leaders and  
other leaders of professional learning

# Contents guide

Louise Stoll, Ray Bolam, Agnes McMahon, Sally Thomas,  
Mike Wallace, Angela Greenwood and Kate Hawkey

## Booklet 1: User guide: getting started and thinking about your journey

This essential document explains the background to and purpose of the materials as well as how you can get the most out of the activities in the five sections. It also contains three key resources: this *Contents guide*; a *Route map* for you to fill out as you use the materials; and *What is a professional learning community? A summary*.

## Familiarisation and deepening understanding

### Booklet 2: Creating and sustaining an effective professional learning community

*Think piece*

### Booklet 3: Setting professional learning communities in an international context

*Think piece*

### Booklet 4: Broadening the learning community: key messages

*Think pieces*

### Booklet 5: Exploring the idea of professional learning communities

*Sorting and matching activity*

The think pieces (readings with reflective questions) and sorting and matching activity are designed to help you:

- understand and recognise what a professional learning community (PLC) is, its characteristics, processes and impact
- find out international perspectives on PLC issues
- relate PLCs to agendas of promoting wider networking and community partnerships
- consider whether you want your school to become a PLC



## Audit

### Booklet 6: Investigating the culture of your professional learning community

*Signs, symbols and metaphors activity*

### Booklet 7: Comparing your preferred future and reality

*Gap analysis survey*

### Booklet 8: Deciding where you are as a professional learning community

*Implementation rubric*

These materials are designed to help you find out where you are, by assessing the extent to which PLC characteristics and processes exist in your school. We have included several different formats.



## Planning

**Booklet 9: Planning your professional learning community**  
*Mapping plan and chart*

The intention of this two-part activity is to help you plan where you want to go, as well as helping you identify and deal with things that get in the way of developing professional learning communities.



## Action

**Booklet 10: Developing your professional learning community**  
*Examples, tools and questions*

- leading and managing the PLC
- making the best use of space
- enhancing professional learning and reflective enquiry
- promoting inclusive membership
- extending your learning community through networks and partnerships

The purpose of these activities is to help you lead and manage the development of your PLC. They include examples from schools and activities focusing on different processes of developing PLCs, stories of change from schools at three broad stages of PLC development, and questions and development tools.

**Booklet 11: Bringing about change: starting out, developing and sustaining**  
*Stories of change and questions*



## Monitoring and evaluation

**Booklet 12: Reflecting on the progress of your professional learning community**  
*Reflective timeline and stage chart*

**Booklet 13: Assessing the impact of your professional learning community**  
*Evaluation grid*

These activities are intended to help you review your actions and assess the impact of your efforts.



DFES-0187-2006

Explanation of the signs used in the materials:



This activity is about familiarisation and deepening understanding of PLCs.



This activity is for auditing PLCs.



This activity helps with planning PLCs.



This activity focuses on developing PLCs.



This activity focuses on monitoring and evaluation of PLCs.



This icon highlights questions for reflection and dialogue.



This icon introduces an activity.



This icon introduces brief examples from schools.



This icon showcases a school's story.



This icon invites you to write or draw a response.