

Professional Learning Communities Supporting Professional Development of Teacher Educators in Myanmar Education Colleges

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Teachers need to improve their teaching skills to increase the learning benefits of their students. Professional learning communities not only cater to the needs of individual teachers and the whole staff, but also improve the quality of their teaching, and through this, boost their students' achievement. In a professional teaching community, the key to improved learning for students is the continuous learning of teachers (Bryk, Camburn & Louis, 2009). The professional learning community (PLC) is becoming a popular technique for teachers' professional development, and, as a result, there is a need for research that explores their impact. This study aims to map the effects of the implementation of professional learning communities at a Myanmar Education College, how they impact on the quality of teacher educators' work, and, hopefully, in turn, on their student teachers' achievements. Methodically, the study used a qualitative approach and a random sample to obtain data from teacher educators at Monywa Education College, who answered open-ended interview questions. The data revealed that there is a need for more PLCs of teacher educators to nurture their professional development and for the provision of extensive pedagogical support for the operation of PLCs in the current situation.

Keywords: professional learning community, professional development, teacher educators

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Introduction

According to an OECD document (2011), teachers need to help students acquire not only the skills that are easiest to teach and most accessible to test. It is more important to teach them ways of thinking (creativity, critical thinking, problem-solving, decision-making, and learning); ways of working (communication and collaboration); tools for working (information and communications technologies); and life skills, skills for their career, private life, and social responsibility if they are to succeed in the modern world. Modern societies have become increasingly competitive in the fields of education and science due to the increased demands

for quality and expertise in the 21st century. Teachers should be provided with appropriate opportunities for skills development; they need support from colleagues, and thus a professional learning community is needed to improve their professional development and to improve their teaching and learning as a whole. To strengthen teaching-learning in the classroom, teachers must develop their collective expertise and share knowledge. Therefore, PLC participation is an important factor for both teacher educators' and teachers' professional development (Cuddapah & Clayton, 2011).

The Myanmar government must ensure the quality of education services for an effective educational reform, which requires monitoring and analyzing all aspects of the reform program implementation. In this context, it is necessary to establish a national quality assurance system and nurture the professional teaching culture in teacher education and training in our country. Recent studies conducted in Myanmar have shown that teacher quality improvement is still needed in many elementary schools, secondary schools, branch schools, affiliated schools, schools in rural areas, monastic schools, non-formal education programs, and teacher training colleges/institutions. Professional learning communities will improve teacher quality by enhancing the quality of professional development. This study presents the initial findings of a pilot study which was conducted as part of a future, wider study focusing on enhancing the professional development of teacher educators through PLCs at an Education College.

Rationale for the research

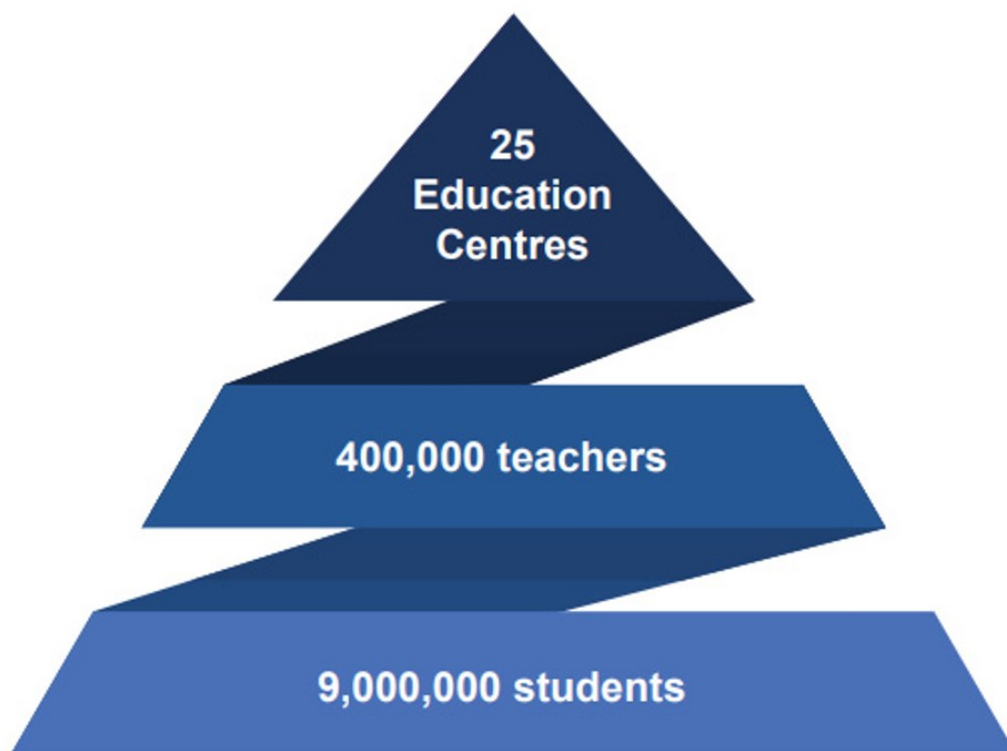
General background to Myanmar education system

For many years, Myanmar educational system was at the top of the league table of Asian countries. Re-building a quality education system is a long-term process. Myanmar has implemented short-term and long-term plans to improve the situation of education. Myanmar is currently implementing the 5+4+3 public education system instead of the 5+4+2 structure. The Myanmar government initiated the 30-Year Long-Term Basic Education Plan (starting in 2001-02 through 2030-2031) in 2001 as a long-term plan. It will be implemented in six phases, each lasting five years. This plan includes 36 programs for higher education, with a focus on six areas that will generate qualitative development in higher education and contribute to the national development endeavours as well as to the preservation of national identity and culture. It also includes 10 programs for basic education

with the goal of promoting greater access to and improving the quality of basic education (MOE, 2015).

Currently, teacher education takes place at three education universities and at 25 education colleges in Myanmar. Universities of Education (UOEs) offer a five-year program and award B.Ed degrees to their graduates, who are qualified to teach in upper secondary (high) schools. Furthermore, the University for Development of National Races (UDNR) provides teacher training for ethnic minorities, and Education Colleges (ECs) provide teacher training for future primary and lower secondary (middle) school teachers (Ministry of Education, 2004). Currently, all education colleges in the country are implementing a new four-year degree-awarding teacher education curriculum.

The need for the expansion of teacher education



*Figure 1 Number of teachers and students in Myanmar (2019–2020)
(UNESCO, 2020, p.14)*

According to the Ministry of Education, a total of 454,706 teachers work in government, private, and monastic schools in Myanmar, teaching over 9.7 million

students nationwide (2019/20). Most of these teachers graduated from one of the 25 Education Colleges in Myanmar (UNESCO, 2020).

A total of 1058 teacher educators (male 141, and female 917) work at the 25 Education Colleges. In the 2019-20 academic year, Education Colleges admitted 3,343 first-year students (1676 females and 1,667 males) to the new four-year degree program, on top of the 5898 students (male 1,968, and female 3.930). admitted to the two year program called Pre-service Teacher Training (PPTT). (In addition to regular pre-service teacher education, colleges of education also offer Pre-service Teacher Training (PPTT) as a post-graduate program.) According to the administrative office of the Ministry of Education, universities and education colleges produce about 10,000 teachers in one year. Still, the demand for teachers is high due to the annual reduction causes (retirement, death, those who leave the profession, etc.) and due to subject requirements. In some border areas, there is only one principal and one teacher in the primary school. Based on the above information, it can be established that there is a shortage of qualified teachers in basic education in Myanmar.

The need for quality improvement in education

Country	Learning poverty per cent	PISA		SEA-PLM	
		Reading	Maths	Reading	Maths
Viet Nam	1.7 %	0,86	0,81	0,82	0,92
Singapore	2.8%	0,89	0,93	–	–
Malaysia	12.9%	0,54	0,59	0,58	0,64
Thailand	23.5%	0,4	0,47	–	–
Indonesia	35.4%	0,3	0,28	–	–
Cambodia	51.1%	0,08	0,1	0,11	0,19
Brunei	–	0,48	0,52	–	–
Darussalam					
Phillppines	–	0,19	0,19	0,1	0,17
Myanmar	–	425*	–	0,11	0,12
Lao PDR	–	368*	–	0,02	0,08
Timor– Leste	–	371*	–	–	–

Table 1. Learning Achievement by countries of Southeast Asia (UNICEF & UNESCO, 2021, p. 34)

**Only the average PISA reading score is available for Myanmar, Lao PDR and Timor-Leste.*

Myanmar education, once a model for other Asian countries is currently falling behind regarding the performance of its state education system among Asian countries. Only the average PISA reading results are available for Myanmar, the

Lao People's Democratic Republic and Timor-Leste. According to SEA-PLM (Southeast Asia Primary Learning Metrics) results (see in Figure 2), on average, Myanmar students scored 11% on the standardized reading test and 12% on the standardized math test. Both are woefully low compared to the average scores of the students of other Southeast Asian countries. Therefore, the need for Myanmar's education system to attract quality teachers has become obvious. Furthermore, UNICEF reports that more than a third of low- and middle-income countries have either already experienced or are expecting cuts to their education budgets for the current or next financial year. To make matters even worse, rising unemployment and underemployment are having a negative impact on household income, which is an important additional source of education spending – especially in countries with a low budget for education, such as Laos, Timor and Myanmar. It is therefore critical that educational budget prioritization decisions are carefully managed to avoid adverse impacts on education outcomes that undermine progress towards the Myanmar government's Sustainable Development Goals (SDG 4).

Significance of the study

Myanmar is facing a shortage of qualified teachers and needs a boost with regard to the quality of teaching. To achieve these goals, especially the latter, teacher development is of utmost importance among the teacher educators of ECs. In practice, some teacher development activities are organized by teachers. For example, Lwin & Ye (2021) studied the professional learning community of private teachers in Myanmar and found that teachers are less willing to accept others' ideas and share their own. Still, if support is provided and the skills of school principals are good, teachers do participate in collaborative learning and become more effective in teaching and learning. Therefore, this paper found that teachers need to build good relationships with each other and accept suggestions from other teachers, and principals need leadership skills to create a professional learning environment and support teachers.

Articles that studied the professional learning community of teachers in private schools and primary schools in Myanmar can be found, but no research has been conducted on the professional learning communities of teachers in Education Colleges and Universities of Education. Despite the limited research, the available evidence suggests that professional learning communities can improve teachers' teaching and learning situations and enhance their professional devel-

opment. Therefore, this study is not only important for improving the quality of professional development of teacher educators but also for filling a gap in research in Myanmar.

Theoretical background

What is a professional learning community?



Figure 2. The Five Dimensions of a Professional Learning Community (adapted from Hord , 2004, Moet Moet Myint Lay, 2023)

The benefits of professional learning communities

Many educators report the benefits of working in PLCs (Caskey & Carpenter, 2012). PLCs can have a positive impact on teachers and their instruction and thus can enhance student performance (DuFour, 2011; Linder, Post, & Calabrese, 2012). Jackson and Street (2005), and Hellner (2008) stated that PLCs have a positive im-

fact on 17 factors, among them changing teaching practices and teacher behaviors and attitudes, such as enhancing teachers' confidence, their enthusiasm for collaboration, and greater commitment to innovation.

According to Harris and Jones (2010), PLCs provide an opportunity for educators to learn new skills and impart new knowledge. Darling-Hammond and Richardson (2009) point out that, specifically in professional learning communities (PLCs) the emphasis is on strong professional development that incorporates the planning of lessons, knowledge sharing and collaboration among teachers. This collaborative approach is more likely to influence teaching practices.

The most effective professional development activities are embedded in the job and are designed to provide the teacher with the knowledge and skills needed to become a more effective instructor. Schools promote active learning and collaboration among educators to support new forms of professional development (Darling-Hammond & McLaughlin, 1995). Professional learning communities are created in a way that supports professional development. Bretz (2012) explained that professional development that resulted from teachers' interactions in the professional learning community has a positive impact on their classroom teaching and student learning.

Professional learning communities help effective professional development of educators by building the capacity of teaching staff to achieve the vision and goals of the schools. PLCs demonstrate a consistent commitment to results and continuous improvement (DuFour, 2004a). By collaborating with other teachers, teachers can learn to improve their teaching by examining their students' learning outcomes and reviewing their teaching learning success. It enables teachers to improve their teaching skills and develop their professional expertise effectively (Darling-Hammond & McLaughlin, 1995). Teacher collaboration is a key element of the professional learning community model. Cordingley, Bell, Rundell and Evans (2005) stated that collaboration exerts a positive impact on learning outcomes and teachers' professional development.

Fogarty and Pete (2010) explored seven components of effective professional learning, which are as follow: collegial, sustained, job-embedded, interactive, integrative, practical, and results-oriented. The professional development of teachers needs the support of the State, Districts, and schools (Panella, 1999). In particular, knowledge sharing and teaching practice (e.g. lesson study, micro-teaching)

can influence teachers' professional development and increase their quality. Teachers, practitioners, and researchers accept this concept (Humphries, 2002)

Moreover, effective PLCs are the result of continuous teacher learning by teachers working together in a collaborative setting to develop student learning (Van Driel & Berry, 2012). The literature discusses the academic effect of this practice on the students (DuFour et al., 2008), and studies found that involvement in PLCs contributes to the professional development of teachers (Van Driel & Berry, 2012).

Aims of the study

This study aims to explore the understandings of teacher educators in Myanmar about professional learning communities. The significance of the study is to explore how PLCs are being implemented to improve teachers educators continuous professional development and teaching skills at Myanmar Education Colleges. The research questions are:

How do teacher educators perceive the influence of PLCs on their professional development?

How do teacher educators operate their PLCs to enhance their professional development?

What are the challenges that teacher educators meet when working in a professional learning community (PLC)?

Methodology

Participants

There are three universities and 25 teacher training colleges in Myanmar that produce new teachers. This study selected one Education College. The participants are seven teacher educators who work at Monywa Education College in Myanmar. Of the seven interviewed participants, three are male teacher educators and four are female teacher educators. All participants who took part in the semi-structured interviews are teacher educators aged between 27 to 55 years with 3 years or more of teaching experience. Currently, Myanmar is under a military regime, following a coup which took place on February 1st, 2021. The military government cut off mobile internet connections in some areas and provided only part-time electricity. Most schools closed down, and many teachers were fired,

making it difficult to conduct interviews and research in the wake of the military coup and COVID-19. Therefore, only seven teacher educators were interviewed.

Ethical considerations

The researcher substituted the participants' names with letters A, B, C, D, E, F, and G on account of ethical considerations. The researcher explained to the participants the purpose of this research and asked for their informed consent to do the interviews and assured them that their identity and their answers to the interview questions would be kept confidential. These interviews were conducted and recorded with their permission on Viber or Messenger. Table 2 below presents an overview of the participants' background information.

Pseudonym	Gender	Age	Qualifications	Current Position	Years of service/experience
Teacher A	Male	55	PhD	Head of Department	28
Teacher B	Female	33	MSc	Assistant Lecturer	10
Teacher C	Male	40	MEd	Lecturer	18
Teacher D	Female	35	PhD	Lecturer	13
Teacher E	Female	43	MEd	Lecturer	20
Teacher F	Female	38	MA	Assistant Lecturer	9
Teacher G	Male	27	MEd	Tutor	3

Table 2. Demographic data of participants

Procedure, instruments and data analysis

The current study is a qualitative research project, using semi-structured interviews. All participants were experienced and active teachers and the researcher chose to balance the ratio of genders in this study. Semi-structured interviews were chosen as the research instrument because in semi-structured interviews a researcher can easily collect data from the perspectives of the participants and provide for them the freedom to express their views. The interview schedule consists of a part gathering background information (demographic data) on participants, followed by 20 items of open-ended questions. The interview questions are derived from the literature review and focus on the research questions listed in the previous section of the study. This study was conducted in Myanmar language, the interviews were recorded and transcribed, and finally translated into English. The interview transcripts were written manually. The researcher wrote the first draft of the codebook before starting the coding process. The researcher kept the codebook open during the coding process to include emerging themes.

Findings

Data in this section will be presented clustered around the three research questions.

Teacher educators' perceptions of the influence of the PLCs on their professional development

The present research aimed to examine the teacher educators' understanding of how the PLCs impacted on their professional development. The current study found that PLCs mean teacher educators' participation in activities such as collaboration, sharing experiences and best practices, and help them reduce their stress and loneliness. Here are some of their answers.

"My professional learning community can be great if I want to collaborate with others without complaining. I believe we can do well together when it comes to sharing ideas and planning or sharing lessons for our students' development and the quality development of our teaching." (Teacher A)

"By participating in PLCs, I can improve the quality of my teaching. PLCs need to be supported to improve learning and teaching. My classroom instruction is influenced by discussions within the PLCs as we meet together and plan difficult lessons, projects, and upcoming lessons." (Teacher C)

Collaborating with others is the essence of the professional learning community. Sharing ideas or planning together can enhance teaching and improve the quality of teaching. Participants rarely mentioned the lack of necessary resources for PLC activities (e.g., creating teacher collaboration, the opportunity for observation, and teaching materials for lesson study). Instead, the additional benefits of PLCs were mentioned. " PLCs reduce teacher loneliness by creating shared responsibilities among teachers, providing a meeting for group learning to improve the teaching and learning." (Teacher F)

Activities of Professional Learning Communities

In answer to the second research question participants were asked to evaluate their performance and activities in their PLCs. The key points are extracted from the responses.

"To improve my professional development, I plan to bring new information and ideas to the learning community. Working collaboratively with my colleagues is more valuable than learning on my own. I learn from my colleagues; one of PLCs' strengths is that best practices provide the knowledge and skills needed to

teach diverse students in our classrooms. I want to share ideas and strategies with my colleagues for my professional improvement." (Teacher C)

"I'm looking for ways to support other teacher educators and their work. I attend weekly meetings, regular meetings, and workshops. Teachers should have skills for problem-solving. So, we are working together, and I really care about our team and the students." (Teacher D)

In the view of participants C and D, the best practices of collaboration can contribute to improving teacher educators' learning and skills; they need to collaborate with one another and improve the students' learning. They claim that the quality of teaching is improved through cooperation.

Four teacher educators said that teachers should work together to enhance their creativity and critical thinking skills. By participating in these workshops and meetings, teachers gain knowledge of effective teaching methods shared by expert teachers and colleagues.

In addition, all of the results shed light on the impact of professional teaching communities on teacher educators and teachers. Experienced teachers can be asked about teaching methods and subject knowledge, which is then discussed in meetings and workshops. Teachers need to be lifelong learners through these activities. According to teachers' views, professional development can stem from a good professional learning community.

Challenges teacher educators meet when participating in PLCs

The third research question is: "What challenges teacher educators meet when participating in PLCs to enhance their professional development?" In response to this question, I found that teacher educators faced many challenges in their professional teacher development. The reason is that Education Colleges in Myanmar do not have sufficient resources to support professional learning communities. In the view of participant A,

"Our college principal created as much of a good environment as possible to comply with the requirement of establishing a good teaching-learning environment. But it is very rare. We do not have enough computers in our library. Good internet access for teachers is not yet available. Our library has old question books and educational journals. The professional development activities which are supportive of my teaching include asking from experienced teachers, peer discussion, online forums or workshops, reading the books on old questions and effective teaching methods, and observing other teachers 'teaching'." (Teacher A)

Another opinion is that of participants D and G, according to which teacher educators enjoy sharing ideas with other teachers, but due to time constraints, opportunities are scarce.

“My class schedule is different from other teacher educators’ work schedule, so I often meet with my peers after school. I enjoy being part of the planning process and sharing ideas with other teachers, but due to time constraints, opportunities to do so are rare. I have other meetings and duties. I would like to have more opportunities to share my thoughts with my peers.” (Teacher D)

“In my opinion, PLCs require administrative support and innovative ideas, awareness of development ideas, and collaboration with others. I think that allowing teachers to work together make them more open to each other. In the classroom, we become more confident. I think it is a safe place to talk when you are weak and to talk when you are strong. Teachers help each other with their ideas regarding ways to improve their practice. And in my current situation, there are times when I have a hard time communicating with others. Having sufficient time would provide more opportunities for participating in PLCs.” (Teacher G)

This study intended to explore the key challenges when implementing PLCs as a professional development practice. Although PLCs are needed for their professional development, teacher educators argue that they do not have enough time. It seems possible that the resources are insufficient in the library and there is a lack of other resources to support their professional development. The administrative level needs to understand this and create the conditions necessary to establish good professional learning communities. Therefore, education universities and colleges need to support teacher professional development through professional learning communities so that professional teacher educators can teach their specialised subjects and use effective teaching skills to improve students’ learning outcomes and achieve the objectives of the courses and the curriculum. The bottom line is, the government does not provide sufficient funding to support teacher educators’ professional development. Teacher educators need an e-library, internet access, facilitated professional training, mentoring, and coaching for their professional development. Also, teacher educators have minimal time and opportunities to engage in professional development activities inside and outside of the college.

Discussion

Previous research studies show that PLCs enable teachers to acquire new skills and transfer new knowledge. Some of the researchers discuss research findings on PLCs, showing that PLCs can influence teaching practice, support lesson planning and delivery, and promote professional development (Darling-Hammond and Richardson, 2009, Harris and Jones, 2010, Van Driel & Berry, 2012). This study has found that teachers need to collaborate with each other to develop their professional skills and improve student learning. It has also shown that teacher educators understand the importance of a learning community. It is also evident from this study that PLCs can influence their teaching and their professional development. This implies that they recognize the value of working collaboratively and the potential benefits it can bring to their professional growth and to the students they teach. Professional Learning Communities (PLCs) are regarded as a structured framework for educators to collaborate, reflect on their practice, and collectively pursue their professional growth.

Neuzil (2010), Headley's (2003) recommended four professional development practices (i.e, peer review, peer assessment for professional development, collaboration with school-provided services, and teacher research) for PLCs. According to the findings, out of the activities listed, teacher research, although potentially useful, is not practiced by the participants in their PLCs. However, meetings and workshops that focus on teaching methods and subject knowledge, which the participants of this research do practice, are also valuable platforms for professional development according to the data gained in this study. They enable teachers to exchange ideas, enhance their instructional practices, and deepen their content expertise, all of which contribute to improved teaching and learning experiences for students (Harada, 2001).

Teachers can use these new teaching approaches to improve students' creative and critical thinking skills. Most of the teacher educators in this study were of the view that attending workshops, conferences and seminars will make teachers improve their teaching skills. Knowledge about effective teaching methods can be learned from educators, professional teachers and colleagues during discussions in these workshops and seminars. Creating a supportive environment is critical to sustaining the growth and development of a community of professional learners.

In addition, all results showed that a professional learning community could also be created by reading books (e.g. teaching manuals and related subjects), and

then discussing books and consulting experienced teachers on teaching methods and subject knowledge. Discussions in online learning forums (Facebook Messenger groups) are also used to share teaching methods, to distribute departmental guidelines and information regarding scholarship opportunities, to prepare teaching materials, to share the challenges of the teaching-learning process, to learn to use new technology (ICT or statistics), that is to improve their professional development. As professional development is a process of continuous learning, teachers need to be lifelong learners through these informal learning activities. Teacher educators have a good understanding of PLCs. They believe in the benefits of PLCs and want to participate in the collaboration process. According to teachers' voices, professional development means acquiring the necessary pedagogical knowledge and skills to educate students to become creative and critical thinkers.

State-level policies and funding set the stage for effective development programs. Then school districts customize these initiatives to meet local needs, and schools create supportive learning environments, where teachers can engage in meaningful learning experiences. According to our findings, the administrative level should provide opportunities, resources, such as libraries, technology, and instructional materials, to support teacher educators in their professional growth. In summary, collaboration and coordination among these levels of support are essential to ensure that professional development efforts are aligned with educational goals and lead to improved teaching and student outcomes.

Conclusion

According to the findings, most teachers believe that collaborative learning, sharing of knowledge and information, good leadership, and discussion and suggestions from classroom observation improve teaching. It was found that their understanding of PLCs is satisfactory. Although teacher educators need PLCs for their professional development, they argue that there may be insufficient resources (not enough time, salary, teaching materials, computer, projectors, wifi etc.) to support their professional learning. The management level needs to understand this and create the necessary conditions to establish a good professional learning community. Based on the findings, the researcher made some suggestions regarding what should be done to improve professional learning communities at ECs. Improvements in three key areas are needed: (1) awareness-raising of

the importance of professional learning pathways, (2) organizational and leadership support for the PLCs, and (3) collaborative support to improve students' learning outcomes and teacher professional development. The researcher believes that finding one's professional learning pathway is important for every teacher to continue to improve their skills, knowledge, and experience throughout their professional careers. Educational programs (e.g advanced-level degrees, new certificates, or completion of specific training programs) can help professionals improve their abilities and open doors to new opportunities and higher-level positions. Principals/leaders should create a professional learning environment where teaching and learning can happen, and their support is important for valuing and supporting learning. Leaders can provide the resources for a learning environment that encourages experimentation and knowledge sharing. Collaboration facilitates problem solving skills and encourages innovative ideas. Teachers participate in the groups to solve complex challenges more effectively by combining ideas and resources, resulting in innovative solutions and continuous improvement. The most significant finding from the interviews was the need for organizational support for the successful operation of a learning community.

Limitations of the study

This study has some limitations, including the unavailability of reference resources (previous research articles, books, and official websites) for teacher educators in Myanmar. Myanmar is weak and lagging behind in terms of research conducted by teachers. Therefore, it was difficult to get access to sources for the literature review or related data for writing the paper. Furthermore, the small sample size does not represent the voice of all teacher educators at Myanmar Education Colleges. Because of the military coup in Myanmar, some Education Colleges are not yet operational, as a result of which it is difficult to contact teachers for interviews. To better understand the problems in terms of PLCs, future studies need to be done on a larger sample size. Unfortunately, the study did not include the voices of principals of Education Colleges, and student teachers' observations regarding the impact of PLCs on teacher educators' professional development. Further research is needed to explore the leadership styles of principals who support the professional development of teacher educators in Myanmar.

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A tanárképzők szakmai fejlődését támogató szakmai tanulási közösségek a mianmari tanárképző főiskolákon

A pedagógusoknak fejleszteniük kell szakmai tudásukat annak érdekében, hogy tanulóik minél többet profitálhassanak a közös munkából. A szakmai tanulási közösségek nemcsak az egyes tanárok és az egész tantestület igényeit elégítik ki, hanem javítják a tanítás minőségét is, és ezen keresztül növelik a diákok teljesítményét. A szakmai tanulási közösségekben a diákok hatékonyabb tanulásának kulcsa a tanárok folyamatos tanulása (Bryk, Camburn & Louis, 2009). A szakmai tanuló közösségek (angolul Professional Learning Community: PLC) keretében végzett munka egyre népszerűbb útja a pedagógusok szakmai fejlődésének, és ennek következtében szükség van a hatásukat feltáró kutatásokra is. E tanulmány célja, hogy feltérképezze a szakmai tanulási közösségek bevezetésének hatásait egy mianmari tanárképző főiskolán, valamint azt, hogy e közösségek hogyan hatnak a tanárképzők munkájának minőségére, és remélhetőleg ezáltal a tanárszakos hallgatók teljesítményére. Módszertanilag a tanulmány kvalitatív megközelítést és véletlenszerű mintát alkalmazott, hogy adatokat szerezzen a Monywa Tanárképző Főiskola oktatóitól, akik nyílt végű interjúkérdésekre válaszoltak. Az adatokból kiderült, hogy a jelenlegi helyzetben a tanárképzők szakmai fejlődésének elősegítése érdekében több szakmai tanulási közösségre van szükség, és hatékony működésükhöz széles körű pedagógiai támogatást kell nyújtani.

Kulcsszavak: szakmai tanulási közösség, szakmai fejlődés, pedagógusképzők