

Review of: "Professional Learning Communities (PLCs) for English Teachers as an Effective Alternative Framework for Professional Development"

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Potential competing interests: No potential competing interests to declare.

The article is interesting and shows a collaborative and effective approach to teacher professional development. What described here could however be defined more precisely as work in Communities of practice, as described by Etienne Wenger and his collaborators (Seven Principles for Cultivating Communities of Practice, 2002, cited in the article, p.2). In fact, a Community of practice is a PLC, but not all PLCs are communities of practice. For instance, if a school is a true PLC, should share a common vision on education, and be able for instance to face effectively problems going from Covid to social disruption,, to setting ethical values of reference. I think important to stress the fact that what illustrated here happened principally at the classroom level, even if it saw the collaboration between teachers teaching in different schools. This particular kind of relationship can happen in school systems, where top-down,, bottom-up and lateral processes are operating: in fact, it is possible to share experiences laterally at the school level, but also at teachers level, as in this case.