The Guidelines for the Development of Ethics in Professional Learning Community (E-PLC) and Learners' Competency for Students at the Basic Education Level

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Abstract

This academic paper aimed to present: 1) concepts and theories about Professional Learning Community (PLC), 2) a teacher's professional ethics and 5 standards of conduct: the code of conduct towards oneself, professional code of conduct, code of conduct for clients, code of conduct towards professional entrepreneurs, and code of conduct for society, 3) the process of developing ethics of teachers through the E-PLC , 4) conclusion and guidelines for the development of the E-PLC model: a case study of the College of Asian Scholars. There were 3 practice cycles divided into 3 phases as follows: phase 1, a discussion on Planning Conversation, phase 2, Coaching Observation and Data Gathering and phase 3, PLC Performance Report Summary, and 5) The guidelines for the development of learners' competency for students at the basic education level:

1) Design instruction to include competencies relevant to the lesson and use activities to allow learners to develop the competencies to make the lesson more meaningful.

2) Design instruction to extend existing lessons to level of practicing applying learned knowledge, skills and attitudes to various situations in the real life.

3) Analyze various learning models by connecting activities to relevant and enable learners to develop the competencies. This method will increase efficacy of learning model used for teaching.

4) Select the competencies and bring relevant indicators together to design instruction that the teacher wants learners to develop as a base. This way, learners will learners will learn both the content and skill according to the indicators.

5) Design integrated instruction and use various core competencies and analyze relevant indicators which enables holistic learn.

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6) Use existing daily-life routines as situations for practicing competencies. This way, learners will develop desired competencies and also perform daily routines more effectively.

Keywords: Ethics in Professional Learning Community: E-PLC, Professional Learning Community, teacher's professional ethics, learners' competency

1. Introduction

The Constitution of the Kingdom of Thailand, B.E. 2560, Section 258 gives importance to teachers and educational personnel. In implementing the reform of the country, Article E. on education (3) states that "there should be mechanisms and systems for producing, screening and developing professional teachers and teachers to have the spirit of teachers. truly knowledgeable..." A good teacher needs a teacher's spirit so as to be able to teach students to be good people that need to be cultivated, promoted and developed the spirit of being a teacher from the production process, entrying into the profession and during the continuing education profession. So you will be a good, respectable and qualified teacher who is loved by students. Teachers can be developed into a good person. They are quality resources in the development of the nation. Having the spirit of being a teacher reflects on having **"Heart for Students"** means recognizing the roles and duties that must be a role model who have sacrifice, dedication, and commitment to develop work to keep up with important academic advances by acting in accordance with professional ethics with the spirit of a teacher. (The Secretariat of the House of Representatives, 2017, p. 79)

Professional Learning Community (PLC) is a combination in the process of learning together in the educational profession. It is the process of creating learning from the gathering of teachers to join and support each other to develop and set learning goals of learners. The teachers jointly review and exchange performance results that will reflect learning in different ways, namely, having a common goal of developing learners to be able to develop themselves to their full potential. Students exchange the learning from real-life experiences in the classroom. They learn together with teachers' promotion of the creation of change for all parties. Teachers involved in criticism and reflection on the results of work to develop learners. Finally, it is the teachers' creation of expectations to raise the professional level that truly affects the development of the quality of learners.

PLC is a development tool by teachers' gathering together, uniting, working together, and learning together of teachers. executives and educators based on the culture of friendship relationship, moving to the quality of learning management that emphasizes the success or effectiveness of the learners importantly. The happiness of members comes from working together in the community with the belief that teachers' learning leads to learners' learning. Although teachers are different individually, with a process of exchanging learning together, this will lead to the development of the potential of learners to achieve their goals.

The integration of a professional learning community of educators will focus on educational institutions. It is a learning community where everyone is responsible for the development of learners which everyone has shared values and vision. The teachers are collectively responsible for students' learning. Professional results (Reflective professional inquiry) and synergies have to build cooperation from all parties (Collaboration), Ministry of Education. There is a way to promote trainings of "Professional Learning Community" for teachers and school administrators across the country.

The idea of PLC training is to bring teachers together. Learning and sharing of knowledge among the participants are encouraged until there is a reflection of ideas in various fields. That will be served as guidelines for professional development progressively and modernly in answering the question of guidelines for the development of activities to promote community processes of professional learning to develop professional ethics through the information technology system (E-PLC). The author, as a project implementation committee and lecturer, would like to present the concepts and approaches to the E-PLC format for practicing in educational institutions. The articles were presented and proposed by the following topics:

1. Professional Ethics of Teachers

1.1 "Professional ethics of teachers" is a rule of conduct for members of the teaching profession, which the professional organization of teachers determines for its members. All professional members must strictly adhere to. If there is a violation, there will be sanctions according to regulations. Regulations that have been set are for teacher's profession, which is one of the higher professions in the country. Therefore, there must be an ethics of teachers as well. As a teacher, one must behave as a role model for students. Teachers must have beautiful manners. Teachers must have ethics and self-discipline as a framework and guideline for compliance behavior or behavior that a teacher practitioner should behave in order to create goodness for oneself and the teaching profession. The teaching profession standard is a guideline for controlling operations and maintaining professional practice by the "Teachers Council" which a professional standard has been set, issued and revoked a professional license. Teachers are supervised compliance with professional standards and ethics. These include professional development. The teaching profession standard is a requirement for the characteristics and qualities that are desirable and realized in the teaching profession. The practitioner must bring professional standards as criteria in professional practice. The Teachers Council of Thailand, which is a professional organization of teachers under the Teachers and Educational Personnel Council Act, has stipulated 3 aspects: 1) standards of professional knowledge and experience 2) standards of performance and 3) standards of conduct.

1 . 2 Standards of conduct: According to the ethics of professional education as prescribed by the Professional Council (Teachers Council), which currently stipulates 5 aspects and 9 items as follows:

1) Ethics towards oneself Article 1 Educational professionals must have self-discipline, professional development, personality, and vision to keep up with the development of economic, social and political science at all times.

2) Professional Code of Conduct Article 2 Educational Professional Practitioners must have love, faith, honesty and responsibility for the profession and be a good member of a professional body.

3) Ethics towards service recipients Article 3 Educational professionals must love, be kind, caring, help, and encourage students and service recipients in accordance with their roles and duties. Article 4 Educational Professional Practitioners must promote learning, skills and good habits for students and service recipients, according to the roles and duties to the best of their ability with sincerity. Article 5 Educational Professional Practitioners must behave as a good role model both physically, verbally and mentally. Article 6 Educational Professionals must not act against the prosperity physically, intellectually, mentally, emotionally, and socially of students and service recipients. Article 7 educational professionals must serve with sincerity and equality without asking for or accepting benefits from the wrongful use of the position.

4) Ethics towards professional practitioners Article 8 Educational Professional Practitioners should help each other constructively by adhering to the moral system, building unity among the group.

5) Code of conduct for society Article 9 Educational Professional Practitioners should conduct themselves as leaders in the conservation and development of the economy, society, religion, art, culture, wisdom, environment, preserving the interests of the public and adhering to the democratic regime of government with the King as Head of State.

1.3 Information and communication technology systems

As the importance of information and communication technology systems or electronic systems have increased, the continuation of learning in the 21st century, skills of the new future in the era of high technology, the technology system development In accordance with the management of education for learning is a top priority. The educational agencies must accelerate the development of computer systems for data processing in order to create connectivity and flexibility in services both inside and outside the organization. Big Data database, which has been raised as the main mission to drive the organization initiates the Continuing Professional Development (CPD) system, building networks for professional practitioners to be strong. There is promotion of the creation of prototype media via online system for accessing learning from quality teachers, certifies degrees according to professional standards. Teacher Development Program Certification and an establishment of the system for accumulating points for renewal of licenses develop a service system that meets the needs of professionals and related agencies. By adjusting the service system for registration and renewal of licenses through digital systems and various online media to be an organized educational innovations for teachers and school administrators in supervising practitioners to comply with standards and professional ethics that

are accepted by the society. The development of competencies of teachers in communication language and ICT skills are promoted honoring practitioners who support activities of the Prince Maha Chakri Award Foundation and the operation of the Teacher Development Institute. The acceleration of the reform of the Teachers Council of Thailand to be a strong professional organization is linked to the direction of education reform of the Ministry of Education. There is an improvement of the rules and regulations to be appropriate. There is a building of a network of cooperation with agencies related to teachers and educational personnel. The development of a database system that can be linked effectively is adjusted to the Teachers Council of Thailand Secretariat to be an E-office. The use the E-service system in the Teachers Council's mission includes the creation of a teacher database system (big data) to connect the system and data with the organization related with the concept of using PLCs as a tool for teacher development in various fields, the Teachers Council of Thailand has developed PLCs to promote professional ethics in teachers. Through information and communication technology, systems or electronic system can create a network of links between professionals to be aware of the behavior widely. Unethically cover teachers in all affiliations and target groups through the cooperation of educational institutions. Transmitting activities through efficient electronic systems, there is the development of information and communication technology systems or electronic systems to a community of professional learning to develop professional ethics through information technology (Ethics in Professional Learning Community: E-PLC).

1.4 Operational process through information technology system refers to operations through information and communication technology systems using E-PLC in action in the online system of the Teachers Council of Thailand by WisdomWide Co., Ltd.. The WisdomWide Co., Ltd. is the provider of the online platform TrainFlix and creator of online lessons developing professional ethics of teachers. The organization of progress reported in the online system has the following criteria:

1) It is an integrated process between the production process and teacher development which support each other.

2) It is the integration of information technology as a tool for systematic work and saving resources.

3) It is a reform of classroom-based learning activities.

4) It is a creator of a culture of exchanging knowledge.

5) It is a process of developing professional ethics by using interaction principles with information technology as a systematic recording tool.

2. Development process of professional ethics of teachers through E-PLC system

From the Code of Ethics that the Teachers Council of Thailand enforces for educational professionals, including: teachers, school administrators, education administrator and study supervision must follow the professional development code of conduct. It is the process of encouraging students, teachers and regular

teachers to have the opportunity to integrate the issues of conduct according to the Code of Conduct to integrate with the design of teaching activities and development processes. Activities are organized through the professional learning community process (Professional Learning Community) which will create meaningful experiences for students and teachers, then bring learning together through information technology to reduce the use of paper to a minimum. Skills in using technology are built with information that corresponds to 21st century by operating systems to develop teacher professional ethics or E – PLC integrating principles into the operation. There are five important characteristics, namely, the creation of shared values and norms, practice with a common goal: collective focus on students learning, collaboration among professional community members, exposure to practical advice and learning in real-world contexts (Expert advice and study visits), reflection dialogue, and implementing operations through information and communication technology systems by using the Google classroom application that is available in the Google app for education system. The process is carried out to develop people preparing to enter education and practitioners in moral education Professional Ethics and Ethics as a preparation for professional practice in an ethical manner. Implementation in daily life is focused to create experience and integrate teacher professional ethics into teaching practice by taking the practice to be an example and creating a learning community together. Common practice of ethics is promoted both in the classroom by taking care of each other together and there are full-time teachers to lead and supervise as role models of professional learning communities. The principles of E-PLC are as follows (Office of the Teachers Council of Thailand Secretariat, 2018: 13).

1) It is an integrated process between the teacher production process and the teacher development process promoting and supporting each other in harmony.

2) It is the integration of information technology as a tool for systematic work and saving resources.

3) It responds to the reform of classroom-based learning activities.

4) It is the creation of a culture of collaboration between teachers who are professional practitioners and student teachers who are about to enter the profession.

5) It is a process of developing professional ethics by using human-human interaction with information technology as a scientific tool for recording traces.

The Teachers Council of Thailand has supported and promoted professional development according to professional standards and professional ethics, including promoting, supporting, honoring and upholding the honor of educational professionals under the Act Council of Teachers and Educational Personnel, 2003, Sections 9(5) and (6) as a professional organization with systems and mechanisms for promoting, supporting, linking, producing, screening and developing professional teachers and personnel who have educational quality that meets international standards. Therefore, activities are carried out to promote the community process of professional learning in order to develop professional ethics through the Ethics in Professional Learning Community (E-PLC)

system with students. It is an important metric factor that will ensure quality learners' learning. Teachers are encouraged to have the opportunity to review their professional ethical behavior that will have a positive impact on the learners. This will enhance the image of the teaching profession as being a profession that should be respected, admired and respected. The country will have people who are about to enter the teaching profession that are qualified consisting of knowledge, abilities and teacher spirit that will affect the development of Thai youths to be quality Thai people.

3. Institutions that produce teachers in the Thailand 4.00 era.

Operational guidelines and the concept of developing the spirit of teachers that the Teachers Council of Thailand has implemented this time is based on the idea of **"learning from a model with a mentor as a good role model"**, especially for students who have to leave for practice professional experience in school. The practice of professional experience which lasts over the period of 1 year is a good opportunity for a full-time teacher who is an experienced and ready teacher as "Teachers" of students practicing professional experience. Even an assistant teacher who is teaching in an educational setting will also learn from a model teacher or a mentor who is a role model of a good teacher as well. There is also a "Lecturer" from the College of Asian Scholars participating in observational processes. Therefore, the collaboration between teachers, assistant teachers, mentors, supervisors, student teachers, school administrators and others involved **Faculty of Education and Liberal Arts**. Every institution should realize the importance of this by bringing the community process of professional learning as a collaborative process. The goal is to develop both teaching and learning management skills and the practice of teaching professional ethics by learning from mentors and supervisors that must behave and reflect the image as a role model for students, teachers who practice professional experience and assistant teachers who are teaching. The collaboration has become a professional learning community team. **Faculty of Education and Liberal Arts should have conducted research and development on developing a model for organizing activities to promote learning community processes to develop professional ethics of teachers through the information technology system of students in the Graduate Diploma Program in Teacher Professions both 4 year education course and 5 year course.**

4. Conclusion from concept and theory to practice:

4.1 Guidelines for the development of E-PLC format : a case study of the College of Asian Scholars

Development of a model for organizing activities to promote learning community processes to develop professional ethics of teachers through the information technology system of students in the Graduate Certificate Program of the College of Asian Scholars is the development of activities to promote the learning community process. The development of professional ethics of teachers is organized through the information technology system of students in the Graduate Diploma Program in Teacher

Professions. Asia Graduate College. The practice cycle is divided into 3 cycles and includes the following activities:

1) Workshop

2) Dialogue meeting

3) Promotion of morality, ethics and professional ethics of teachers

4) A model for organizing activities is promoted by the learning community process to develop professional ethics of teachers through the information technology system of students in the Graduate Diploma Program in Teacher Professions.

4.2 Cooperative supervision process using reflection of professional learning community

This refers to cooperative supervision using the reflection of the community of professional learning. It is a supervision that uses a collaborative process. The continuous cycle of teachers and educators is in a cycle of sharing, questioning, and conducting action research by encouraging teachers to think analytically with principles and reasons including reviewing and reflecting on their own work (Reflective Practice). Understanding and learning from experience are created to come up with new ideas and perspectives, and to find strategies for doing better. As a result, teachers can improve their own performance so that learners achieve better learning outcomes. It consists of a discussion reflecting on teaching practice in 3 phases (Killion & Todnem, 1991) as follows:

Phase 1 Planning Conversation

This refers to the process that the supervisor encourages teachers to identify learning goals and explain or demonstrate the teaching contents. The supervisors use questions to lead teachers to reflect on their own teaching before putting them into practice in class. Supervisors need to help teachers gain a thorough understanding of their teaching goals. In addition, the supervisors must encourage teachers to see the link between teaching behavior, expected learner behavior, objectives of the lesson and learning outcomes. The conduct of a conversation about effective learning management is required in planning by understanding learning goals and learning objectives. The subject matter and methods of teaching process are identified. Activities and teaching materials are determined. Evidence of learning, how to measure and evaluate are identified. The types of information to use for reflection on teaching practice and the trial of the learning management are planned before its implementation in the classroom**.**

Phase 2 Coaching Observation and Data Gathering

This refers to the observation and collection of information for use in supervision. It is a step that the supervisor observes the teacher's classroom of teaching and collects information for teachers to reflect on their own teaching practice. For information for supervision, it must be information used for exchange in order that the teacher learns the skills required and the supervisor derives information to improve supervisory performance in two ways:

1. Selective Verbatim means the teacher and the supervisor agreed beforehand what information the teacher needs and about the speech of the teacher and the learner. These techniques will be especially useful in cases the teacher needs a review and a reflection

on his own use of questions, the level of thinking of the learners or notice how many of the words the teacher speaks in the classroom.

2. Audio or Video Recording This means to record all the things that happened in the class, recording some events or record only the issues the teacher wants to know. The teacher may interested in recording teaching practice, such as the interaction between teachers and learners and learner behavior.

3. Reflecting Conversation This means to reflect on what has been done and to initiate discussion about planning for learning management for the next time. The facilitators encourage conversations in a relaxed atmosphere. The information obtained from the observations is provided for teachers to use in their analysis and learn from their own teaching practice. Conversation is reflected. Questions are used to motivate teachers. Teacher reflects on their teaching. Teachers review and understand the situation happening. They analyze the reasons for what happens and consider how the observed data can be used. Teacher is encouraged to use strategies to help they reflect on their teaching. Teachers summarize and reflect on what happened while teaching. They are told how to evaluate and compare what happened and what was planned. The impact of teaching behaviors are identified that towards the learning of the learners. Teachers then tell what will be used in planning the next learning management.

Phase 3 Summary of PLC Performance Report This means summarizing PLC performance reports and sharing knowledge

4.3 conceptual framework

Phase 1 Documentary Research

Principles of organizing activities to promote learning community processes to develop professional ethics of teachers through information technology systems : Somsak Dolprasit (2018)
1. Teacher Ethics Framework
2. Community Principles of Professional Learning with important characteristics, 5 things as follows:
(1) Creating common norms and values
(2) Practices that have a common goal is learners' learning.
(3) Collaboration brings together the power of professional community members.
(4) exposure to practice guidance and co-learning in the real context
(5) Discussions aimed at reflecting performance

Code of Ethics of Educational Professions at the Professional Council According to the Teachers Council of Thailand regulations on professional ethics B.E. 2556
1) Self ethics Educational Professionals must have self-discipline Professional development, personality and vision to keep up with the development of science, economy, society and politics at all times
2) Professional ethics Educational professionals must have love, faith, honesty. professional responsibility and be a good member of a professional organization
3) Code of Ethics for Client
(1) Educational professionals must love, be kind, care, help, encourage and encourage students and service recipients. according to the roles and duties
(2) Educational Professionals must encourage learning, skills and good habits for students and service recipients according to the roles and duties to the fullest extent with sincerity
(3) Educational Professionals must behave as a role model, both physically, verbally and mentally.
(4) Educational Professionals must not act against the prosperity physically, intellectually, mentally, emotionally, and socially towards service recipients
(5) Educational Professionals must serve with sincerity and equality without demanding or accepting benefits from the abuse of office
4) Code of Ethics towards Professional Entrepreneurs Educational professionals help and support each other in a constructive way by adhering to the moral system, and build unity among the group
5) Code of Conduct for Society Educational Professionals behave as a leader in conservation and develop the economy, society, religion, art and culture, wisdom, environment, preserve the interests of the public and adhere to the democratic regime of government with the King as Head of State.

Information and communication technology operations using E-PLC in action online process of Teachers Council through TrainFlix online platform and online lessons to develop professional ethics of teachers. and the organization of progress reports in online system.

Phase 2 Operation steps
Organize activities to promote the learning community process to develop professional ethics of teachers through the information technology system of students in the Graduate Diploma Program in Teacher Professions, College of Asian Scholars. They are the following procedures:
1) Creating an action plan Students of the Graduate Certificate Program in Teaching Professionals are **"Model Teachers"** who are in the team. They must consult with the members of the E-PLC team and " mentors" to jointly plan the operation in various processes to complete 3 cycles. 5 pieces of work in the online system will be submitted within the project implementation period.
2) Building an E-PLC team of 5-7 people consists of the following members:
1. Model Teacher 1 person 2. Buddy Teacher 1 – 2 people
3. Mentor 1 person 4. Administrator 1 - 2 people
5. Expert 2 – 3 people consists of
5.1 teachers from higher education institutions 1-2 people
5.2 Study supervisor 1 person
6. Inspirator 1 person
3) E-PLC operation of 3 cycles
Operation Cycle 1 consists of 4 steps as follows:
(1) analyzing student work (2) Designing a learning management plan
(3) opening of classes (4) Reflection meeting after class
E-PLC Operation Cycle 2 and Cycle 3
Students act as "Model Teachers" repeating the same actions by taking the opinions from team members which is information about designing a new round of learning management plans (use the same problem) and then proceed to open the class. The results will be reflected continuously in the 2nd cycle and the 3rd cycle of the community process of professional learning (3 Cycles of PLC) after the implementation of the E-PLC is completed. After 3 circles are completed, students who act as "Model Teachers" summarize the work in the 3 cycles by summarizing the following point:
1. What is the problem/objective point for student development? 2 . How are the three learning management plans the same and how are they different? About management plan, which one is the best to learn?3 . Best Practices or Good Samples from learning management What is the student development?
4 . Implementation of E-PLC of teachers (Model Teacher) is in all 3 circles, resulting in teachers' awareness. How do teachers behave according to the professional ethics of teacher ?

Phase 3 development stage
Development of an E-PLC activity model for students of the Graduate Certificate Program in Teaching Professionals, College of Asian Scholars. The practice cycle is divided into 3 cycles and includes the following activities:
1. Workshop
2. Forum
3. Promotion of morality, ethics and professional ethics of teachers
4. A model for the E-PLC activities of the students of the Graduate Certificate Program in Teacher Professions, College of Asian Scholars

Phase 4 Conclusion and report
Effectiveness of activities to promote community process of professional learning To develop professional ethics through information technology (E-PLC) systems.
Administrators, teachers, students and students of the Graduate Certificate Program in Teacher Education have been developed and have a method for organizing activities to promote the learning community process. Professional ethics of teachers will be developed through information technology systems. Practice of professional ethics focuses on implementation. Create an Integration experience to teaching with professional learning principles to develop professional ethics through information technology system : E-PLC)

(Kularb Purisarn, 2021)

4.4 Learners' Competencies at the basic Education Level.

Educational reform is a critical mater ,the especially important components are directly affect learners' outcomes. The research results show that learners at all level have inferior quality of academic outcomes, especially competency. The 10 competencies are core competencies for Thai children and youth must be promoted to develop during 12 years in the basic education so that they can keep up with the world's changes and live quality life in the 21st century.

The 10 competencies are: 1) Thai Language for Communication; (2) Mathematics in everyday Life; (3) Scientific Inquiry & Scientific Mind; (4) English Language for Communication; (5) Life Skills & Personal Growth; (6) Career Skill & Entrepreneurship; (7) Higher-Order Thinking Skills & Innovations; (8) Media, Information & Digital Literacy (MIDL); (9) Collaboration, Teamwork & Leadership; and (10) Active Citizenship with Global Mindedness. So there are many ways for teachers to apply the core competency framework to the development of learners. This paper would like to recommend 6 ways to design instruction for the development of learners' competencies, which teachers can use appropriately.

2. The guidelines for the development of learners' competency for students at the basic education level are these followings:

1) Design instruction to include competencies relevant to the lesson and use activities to allow learners to develop the competencies to make the lesson more meaningful.

2) Design instruction to extend existing lessons to level of practicing applying learned knowledge, skills and attitudes to various situations in the real life.

3) Analyze various learning models by connecting activities to relevant and enable learners to develop the competencies. This method will increase efficacy of learning model used for teaching.

4) Select the competencies and bring relevant indicators together to design instruction that the teacher wants learners to develop as a base. This way, learners will learners will learn both the content and skill according to the indicators.

5) Design integrated instruction and use various core competencies and analyze relevant indicators which enables holistic learn.

6) Use existing daily-life routines as situations for practicing competencies. This way, learners will develop desired competencies and also perform daily routines more effectively.

3. Solution and Suggestions for use:

Practical suggestions

1. The findings from this study found that the guidelines for the development of organized activities to promote learning community processes to develop professional ethics through the information technology system (E-PLC), lead to recommendations for the implementation of this model. By using the professional learning community as development drivers should start from the gathering of teachers as a small team, such as various subjects, so that everyone in the team has the opportunity to discuss and exchange ideas thoroughly. There should be an exchange of roles in the team, for example, facilitator, recorder, alternately give all team members the opportunity

to work in different roles to enhance their skills. The ability of team members includes turning in leadership to train all members in the team in leadership. In various developments, the activity schedule should allow members to find out for themselves both their past experiences and development needs by using activities that create real understanding. This may be done in the form of a study tour, organizing workshops, etc.

2. Guidelines for the development of activities to promote the learning community process to develop professional ethics through the information technology system (E-PLC) can be done by summarizing/joining criticism. Regular update of individual lesson plans will have a positive effect on the development of youth.

3. This article present the readers to know about the guidelines how to implement E-PLC and integrated with how to teach learners' competency for learners and teachers by using PLC process. The writers hope that this paper can be useful for all level in the field of education area to develop the quality of Thai educational reform finally.

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