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# Cultivating a Culture of Continuous Improvement: The Impact of Teacher Learning Communities on Classroom Practice in Developing Contexts

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## ABSTRACT

Ongoing professional development is essential to improving teaching quality, student engagement, and instructional strategies. In Bangladesh, limited access to qualified educators and the inadequacy of conventional, workshop-based training programs present significant challenges to sustainable educational reform. This study examines the implementation of a Teacher Learning Community (TLC) model at Presidency International School—a Cambridge-affiliated institution—designed to address these issues. Since 2015, approximately 300 teachers have been trained in this model, and a team of about 30 skilled teacher-coaches is now actively providing guidance. Every teacher is supported by a designated coach, ensuring continuous, individualized professional development. The TLC framework includes structured pre- and post-observation cycles, live and video-based classroom observations, peer feedback, and non-evaluative coaching. Results demonstrate significant improvements in formative assessment practices, classroom management, and pedagogical effectiveness, with a notable shift from content delivery to conceptual facilitation. Observation reports and teacher reflections confirm the model's positive impact on both teaching culture and student learning outcomes. The initiative offers a scalable, cost-effective, and context-sensitive solution for schools in similar resource-constrained settings. It affirms that sustained, practice-embedded professional development grounded in peer support and reflection can meaningfully transform education systems in developing contexts.

**Keywords:** formative assessment; pedagogy; peer-feedback; pre and post-observation; Teachers' Learning Community