

Appendices

Appendix I. Demographic information about participants in the study.

		Cluster 1 Low PLC engagement		Cluster 2 High PLC engagement		Total	
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Gender	Male	9	25.7%	19	23.2%	28	23.9%
	Female	26	74.3%	63	76.8%	89	76.1%
Academic qualifications	Certificate/ Diploma	0	0.0%	3	3.7%	3	2.6%
	Bachelor Degree	24	68.6%	54	65.9%	78	66.7%
	Master Degree	11	31.4%	25	30.5%	36	30.8%
	Doctoral Degree	0	0.0%	0	0.0%	0	0.0%
	Other	0	0.0%	0	0.0%	0	0.0%
	Teacher training	Yes	35	100.0%	81	100.0%	116
	No	0	0.0%	0	0.0%	0	0.0%
Professional life phases ¹	0-3	2	5.9%	11	13.9%	13	11.5%
	4-7	10	29.4%	7	8.9%	17	15.0%
	8-15	7	20.6%	13	16.5%	20	17.7%
	16-23	12	35.3%	38	48.1%	50	44.2%
	24-30	3	8.8%	9	11.4%	12	10.6%
	31+	0	0.0%	1	1.3%	1	0.9%
Professional training on catering for learner diversity	Yes	19	57.6%	61	76.3%	80	70.8%
	No	14	42.4%	19	23.8%	33	29.2%

Note¹: Professional life phases are the key teachers' career stages which play an important influence in teachers' work, lives and effectiveness. There are six professional life phases as identified, including: 0-3 – Commitment: Support and Challenge; 4-7 – Identity and Efficacy in Classroom; 8-15 – Managing Changes in Role and Identity: Growing Tensions and Transitions; 16-23 – Work-life Tensions: Challenges to Motivation and Commitment; 24-30 – Challenges to Sustaining Motivation; 31+ – Sustaining/Declining Motivation, Ability to Cope with Change, Looking to Retire (Day, Stobart, Sammons, Kington, Gu, Smees, & Mujtaba, 2006).

Appendix II. Item-total statistics of teachers' perceptions of professional learning community engagement.

	<i>Scale Mean if Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
Pt1Q1. I take collective responsibility for student learning.	79.97	69.353	.429	.913
Pt1Q2. I create conditions for students to feel the confidence to learn.	80.11	69.164	.447	.912
Pt1Q3. I set learning targets for individual students.	80.06	69.917	.363	.914
Pt1Q4. I ensure students receive constructive feedback about their work.	80.27	69.580	.388	.914
Pt1Q5. I regularly monitor the learning and progress of individual students.	80.11	69.865	.378	.914
Pt1Q6. Teachers share with one another their evidence-based approach to improve practice.	80.62	65.688	.628	.908
Pt1Q7. Teachers share with one another how they actively seek and use feedback from pupils.	80.55	66.692	.627	.908
Pt1Q8. Teachers share with one another how they experiment and innovate in their teaching practice.	80.52	66.181	.674	.907
Pt1Q9. Teachers share with one another their reflections about their learning.	80.44	66.496	.618	.909
Pt1Q10. Teachers share with one another what they have learnt from the professional development activities they attended.	80.42	67.485	.594	.909
Pt1Q11. Teachers can carry out decisions and plans designed for school-wide improvement.	80.61	65.761	.669	.907
Pt1Q12. Teachers are actively collaborating in finding ways to improve the school as a whole.	80.50	65.863	.675	.907
Pt1Q13. Teachers have opportunities to influence important decisions even if they do not hold an official leadership position.	81.04	64.467	.616	.909
Pt1Q14. Teachers exhibit a unified effort to embed change into the culture of the school.	80.96	64.591	.670	.907
Pt1Q15. Subject departments incorporate advice from teachers in decision-making.	80.66	65.183	.579	.910
Pt1Q16. Subject departments are proactive in addressing areas that need attention.	80.54	65.543	.631	.908
Pt1Q17. Subject departments share responsibility and rewards for innovative efforts.	80.75	65.306	.682	.907
Pt1Q18. Subject departments share power and authority with teachers.	80.92	64.958	.588	.909
Pt1Q19. Decision-making takes place through communication across level and/ or subject departments.	80.79	65.070	.584	.910

Appendix III. Item-total statistics of teachers' perceptions of differentiated instruction practice.

	<i>Scale Mean if Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
Pt2Q1. I flexibly use different group configurations in my classroom to meet the specific learning needs, interests and/or readiness of my students.	40.94	30.195	.607	.912
Pt2Q2. I match my instructional strategies to the specific learning needs of my students.	40.86	29.395	.754	.905
Pt2Q3. I use varied lesson material so that I can meet the specific learning needs of my students.	41.01	29.629	.695	.908
Pt2Q4. I use different assessment forms to meet the differences between my students.	41.24	28.356	.730	.905
Pt2Q5. I match the pace of learning of my students to their specific learning needs.	41.02	28.845	.697	.907
Pt2Q6. I match the learning content to the students' interests.	41.23	28.886	.673	.909
Pt2Q7. I use varied questions based on their readiness, interests, and learning styles.	40.86	28.998	.697	.907
Pt2Q8. I use tiered assignments/tasks.	41.13	28.889	.611	.913
Pt2Q9. I provide students with choice about content, process, and/or product.	41.35	28.695	.686	.908
Pt2Q10. I use pre-assessment data to differentiate learning experiences regarding ability level, interests, and learning style.	41.21	27.682	.767	.903

Appendix IV. ANOVA test of differentiated instruction practice by cluster membership.

		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Pt2Q1. I flexibly use different group configurations in my classroom to meet the specific learning needs, interests and/or readiness of my students.	Between Groups	1.385	1	1.385	2.808	.097
	Within Groups	56.734	115	.493		
	Total	58.120	116			
Pt2Q2. I match my instructional strategies to the specific learning needs of my students.	Between Groups	5.411	1	5.411	12.899	.000
	Within Groups	48.247	115	.420		
	Total	53.658	116			
Pt2Q3. I use varied lesson material so that I can meet the specific learning needs of my students.	Between Groups	1.689	1	1.689	3.516	.063
	Within Groups	55.234	115	.480		
	Total	56.923	116			
Pt2Q4. I use different assessment forms to meet the differences between my students.	Between Groups	8.405	1	8.405	13.828	.000
	Within Groups	69.902	115	.608		
	Total	78.308	116			
Pt2Q5. I match the pace of learning of my students to their specific learning needs.	Between Groups	4.189	1	4.189	6.981	.009
	Within Groups	69.008	115	.600		
	Total	73.197	116			
Pt2Q6. I match the learning content to the students' interests.	Between Groups	3.803	1	3.803	6.017	.016
	Within Groups	72.676	115	.632		
	Total	76.479	116			
Pt2Q7. I use varied questions based on their readiness, interests, and learning styles.	Between Groups	6.392	1	6.392	11.618	.001
	Within Groups	63.267	115	.550		
	Total	69.658	116			
Pt2Q8. I use tiered assignments/tasks.	Between Groups	10.762	1	10.762	15.779	.000
	Within Groups	78.434	115	.682		
	Total	89.197	116			
Pt2Q9. I provide students with choice about content, process, and/or product.	Between Groups	4.469	1	4.469	6.939	.010
	Within Groups	74.061	115	.644		
	Total	78.530	116			
Pt2Q10. I use pre-assessment data to differentiate learning experiences regarding ability level, interests, and learning style.	Between Groups	8.637	1	8.637	12.693	.001
	Within Groups	78.252	115	.680		
	Total	86.889	116			