

Teacher Learning Community

A New Dimension of Specialization Promotion from the Perspective of Postmodernism

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Abstract—The rapid development of network society poses a severe test for the ability of teachers. The establishment of a community of teachers is very necessary. With respect, sincerity and cooperation as the main principles of teacher learning community construction, the main strategies of construction are analyzed. The construction of learning trajectories is formed from exploration, cooperative learning is constructed in practice, and open learning is expanded in dialogue. Continuously improve the sense of acquisition of teachers, and effectively improve the professional level of teachers.

Keywords—*teachers; learning community; postmodern education; specialization*

I. INTRODUCTION

We are in a fast-growing network society, which not only has a huge impact on college classroom teaching, but also brings greater challenges to management services and operations. Unlike other social organizations that are simply aggregated, the community is a collaborative system that people generate in pursuit of common goals. It is a non-institutionalized group that enables participating members to experience a sense of belonging, value, and self-identity. The establishment of any community must first confirm "what is common" and "aggregate by what", that is, the problem of the target orientation of the community or the "rationality" of the existence and maintenance of the community. Without such a precondition, the so-called "community" is likely to be a group, organization or team that is blindly aggregating and lacking in absorbing power. Therefore, since a community is a special relationship that is aggregated between people for a specific purpose, a specific community must produce special interpersonal relationships and social relationships, and maintain a special "relationship state".

The learning community is essentially an educational relationship group formed by people for learning purposes. "Learning" is the reason and motivation of this community existence and "community" is the carrier of the operation and transformation of "learning" activities. Consequently, from the perspective of relationship, learning community is a kind of special relationship community, whose main qualities are with learning as the purpose of aggregation, learner to establish learning relationship, maintain learning relationship, exploit learning relationship and develop learning relationship. Teacher learning community, with a common career pursuit as the vision, replying on the team members of

different disciplines to conduct a complete system of mutual learning, mutual inquiry, mutual openness, mutual creation, improve the quality and ability of the teaching team, and form a good sense of professional belonging and identity, work together to solve the puzzles and problems encountered in the process of teacher development.

II. THE THEORETICAL BASIS FOR BUILDING TEACHER LEARNING COMMUNITY

A. Intersubjectivity

Break the "myth of subjectivity" hanging in the air. The concept of intersubjectivity originates from phenomenology. Husserl proposes intersubjectivity, which is intended to reflect on the subject-object dichotomy brought about by "I think so I am" since Descartes, and replaces subjectivity by intersubjectivity and interactivity. The purpose of transforming from subjectivity to subject is to break the inertia thinking centered on the subject, and everyone exists as an equal individual. People are not the relationship between purpose and tools, but the interaction of equal subjects. Through mutual understanding and dialogue, the subjects reach the vision and achieve consensus. While dissolving the two points of the subject and the object, it embodies the co-existence and equality of multiple subjects. In response to the alienation of the interaction between industrial civilization and human civilization in the rise of modern western society, Habermas put forward the theory communicative action, whose core is to establish "intersubjectivity". The so-called intersubjectivity is a reasonable interaction between independent and equal subjects. Education after World War Two liberated students from the state, teachers, or parents, and students began to pursue education based on interest. However, the "subjectivity" myth is produced by idealizing "self-taught" in teaching and idealizing "self-realization" or "self-determination". Self-discipline learning must be recognized in the interaction with the teacher, in the relationship with the textbooks, the students in the classroom and the learning environment. As a result, the construction of the teacher learning community should be rooted in the teacher team to promote the improvement of teachers personal abilities through interaction with experts, peers, students and the environment. Through a dialogue with the self, dialogue with the peers, dialogue with the students, and learning in the dialogue, a good sense of professionalism is achieved.

B. Relational Ontology: Returning from Rational Scientism to Relationship

Human life stems from relationships and is associated with others. Correspondingly, our existence also arises in an intimate and meaningful relationship with the world. Whitley believes that in the world we live in today, relationships are the key factor in determining people's vision. For school leaders, it is necessary to completely transform the concept, from the development of school regulations to relationship between people, from focusing on educational output to focusing on education and teaching, from focusing on education policy to focusing on people themselves, from management control to the unlimited development potential of human beings. Dewey mentioned in the discussion of the democratic community that it is not a place of residence, a common interest or purpose to form a community, but that all members have a shared purpose, and all activities are carried out around this shared purpose, otherwise the relationship between the community is only a mechanical "issue command-accept command" relationship. The teacher community is based on relationships that are equal, shared, and mutually supportive. This kind of learning community not only realizes the construction of knowledge, but also is an emotional support. It is not only the transformation of career to profession, but also the recognition and attribution of profession.

Relying on the teacher learning community, to solve the bottlenecks and dilemmas faced by teachers in the process of development, and to solve the outstanding contradictions encountered in the process of work and development at the source: For example, in the process of occupational teachers to professional development, the personal development path is the "Sword of Damocles" hanging on everyone's head, only by dealing with the target pointing problem can we have steps in planning to enable teachers to implement themselves step by step. Fragmented time and heavy pressure have caused many teachers to get into trouble on the road of self-improvement and quality. Teachers not only do a good job in teaching, but also undertake research, practice, communication and other work affairs. In addition to testing the teacher's overall ability in this busy state, it is more important to pose a serious challenge to the teacher's knowledge reserve.

III. THE PRINCIPLE OF BUILDING THE TEACHER LEARNING COMMUNITY

A. Respect

The first principle of building the teacher learning community is to construct a relationship of mutual listening. In the past, we always asked others to listen to ourselves rather than to listen to each other. Listening is not just a "hmm, um" nod, although it seems to be enthusiastic to listen to other's speech, actually did not listen to it. Only each member of the community become a listener with a heart, can the member of the community respect each other from heart. This kind of respect is an uncompromising acceptance, accepting different ideas, respecting everyone's interests and hobbies, and the diversity of thinking.

B. Sincerity

From the perspective of psychological theory, emotion as a non-intellectual factor is reflected on the attitude of the person and ultimately determines the person's intention of behavior. By pursuing reciprocal learning, we actively accept the multiple opinions and understandings of others, and unreservedly inform each other about our own ideas. Whether the teacher learning community can be successfully constructed and effectively played, it depends on whether the participants can open their minds to each other, share with each other and make progress together in a sincere manner. On the basis of mutual understanding and empathy, presuppose self-inputting full trust to others, trusting each other's goodwill, trusting each other's abilities, and then trusting each other's cooperation and intercommunication, finally reaching the integrated community status.

C. Cooperation

The cooperative method of "The interaction between individual and individual" is used to achieve learning. By expressing what you have learned and sharing with your peers, students can reflectively comprehend knowledge and skills, and precisely know what they mean. Reflective thinking through "performance" and "common" is the biggest driving force for learning. Be aware of the process of mutual participation and the development of a common and free-spirited common value. It is more aware that if you lose mutual trust, you can not accept and understand each other.

IV. THE CREATION OF THE TEACHER LEARNING COMMUNITY

A. Forming a Team with Members from Different Academic Backgrounds

The learning community is a special space place that fixes, accumulates, and stores the life content and life rhythm of individuals and certain groups, and it's also a flexible open space without boundaries. Due to the voluntarily participation principle, members can interact with each other, share with each other, supervise each other. Over time, certain interpersonal psychological bonding and organizational dependence emotions will be generated. The construction of the team is the most pivotal step in the teacher community. The members of the team are not simply superimposed, nor are they formed by hobbies or close relationships. The more diverse the membership structure is, the more significant the learning effectiveness of the learning community will be. In the combination of different professional backgrounds, different faculties, different positions, and different personalities, the team's cohesiveness, centripetal force, impact will be realized, so as to learn from each to achieve learning result. With the platform of the team, we can achieve professional complementarity, experience interoperability and learn from each other, share with each other, and realize the professionalization and expertization of teachers.

B. Focusing on Different Topics

The learning community can learn through salon sharing, topic discussions, project researches, and experience exchange. Salon discussion mainly means that college teachers can exchange their information, share their management experiences, feelings and confusions, and talk about their own gains and experiences. Each of them combines their work to express their opinions, unify their understanding, and conform to the rules, forming real and effective guiding principles and methods. The research of the project refers to the teacher's joint declaration and undertaking of the research project. The project leader will be the keynote speaker to introduce the meaning purpose, research content, adoption method and research conclusion of the topic. Other members of the research team will express their opinions, improve the research plan and promote the research. The exchange of experience means that colleges regularly organize teachers of various universities to exchange successful, typical and worthy experience in student management through the method of "going out and bringing in" to improve the effectiveness of the work.

V. THE CONSTRUCTION OF TEACHER LEARNING COMMUNITY

A. Forming a Learning Trajectory in Inquiry

Convention holds that task learning requires only the activity of brain nerve cells without resorting to any medium. The establishment of the learning community aims to establish a connection between learning and things, people and tools in a cognitive and practical way. Focusing on the promotion of teachers' ability, setting up special topics and practices, and carrying out learning through inquiry; dynamically carrying out the learning according to the situation of learning exchange and common development, focusing on topics and classification discussions. Through the spiral of learning trajectory, the ability and quality of self is continuously promoted and developed.

B. Building Collaborative Learning in Practice

Teachers from different disciplines form a task-based cooperation team to share and cooperate to complete practical tasks. Through the practice record form, recording the background and status of representative students, as well as their own analysis and work, and regularly exchanging and discussing with the teachers of the community. Any real community can be a community of emotional relationships for learning participants' psychological comfort and psychological development as long as they are carefully built. Learners in the same space have neither longer oppressive and competitive opponent nor a possessive and predatory competition. Instead, they are rationally connecting ideas and two-way flow of wisdom in a relaxed and free learning atmosphere, and eventually establishing a strong emotional attachment relationship.

C. Broadening Open Learning in Dialogue

The learning community is a cultural, spiritual and intelligent learning and living place that a group of people with learning desires come together to establish, rather than a cold trading market that pursues learning resources with useful knowledge, skills and information. By jointly constructing and jointly maintaining such a warm and comfortable psychological magnetic field, the multi-subjects happily carry out equal interaction activities within the role norms of "learners" or "assisted scholars", and achieve certain feeling or consensus of psychological commonalities in gaining and enjoying, thus achieving emotional blending and relationship closure. Dialogue is the core part of the learning community. This kind of dialogue learning is constantly thinking and growing in dialogue with experts, peers, students, and themselves. The primary premise of dialogue is to learn to listen, to find out meaningful sharing through the listening without foresight, and to explore the essence of collective thinking. This kind of dialogue is a kind of exploration that breaks through its own limited nature, and it is a kind of ability to realize the assumption of one's own thinking. Through dialogue, participants are made aware that the process of dialogue should allow all kinds of meanings to flow freely among all participants. Group members are in a new type of dynamic relationship, no one will be rejected, and no specific conversation will be excluded. The teacher community allows members to explore and share in dialogue by creating different dialogue scenarios.

VI. THE SIGNIFICANCE OF TEACHER LEARNING COMMUNITY

People are not a free-living entity but a co-incorporated organism in the world. Everyone is at a meeting point in a network of relationship with others. It is hard to imagine how a person can live in isolation and self-enclosed to achieve the original value of being a social person. Members of teacher learning community open their minds to each other, communicate in good faith, share knowledge, experience and wisdom with each other, and promote the continuous improvement of knowledge construction in cooperation. It breaks the boundaries between previous faculties and levels, breaks the isolation of teachers' individual operations, and further exchanges knowledge and experience through interaction and collaboration, giving members support and care, enhancing members' awareness and enthusiasm for participation. Building your own knowledge system and experiencing the joy of learning. At the same time, it also improves the members' sense of identity with teacher profession and makes the community become the home of teachers' growth.

VII. CONCLUSION

In a word, the school culture of mutual understanding, mutual learning, interactive thinking, and coordination formed by the teacher learning community in this interaction not only enables the individual teachers of university to construct a system of knowledge formation support in the learning community, but also continuously improves their

level of specialization and plays an important role in the growth of students.

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