

## The Dilemma and Reconstruction Path of Quasi Teacher Professional Learning Community

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### Abstract

Quasi teacher professional learning community refers to a group of quasi teachers who share, reflect and cooperate with each other to explore and pursue common learning as a special organizational form. At present, the quasi teacher professional learning community has many difficulties, such as breakthrough, unclear development goal, lack of evaluation standards, lack of resources and system guarantee, and lack of equality, sharing and communication environment. The reconstruction of teacher professional learning community, can guide the establishment of people-oriented concept, prospective teachers learning community from spontaneous state to conscious state, the establishment of knowledge sharing mechanism, the formation of multi style professional leading mechanism and mode, to create a school management system to achieve the path of easing.

**Key words:** Quasi teacher; Professional learning community; Dilemma; Reconstruction; School management system

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### INTRODUCTION

With the deepening of the reform of teacher education, teacher learning community formation and development have gradually become one of the research subjects, and extend to the pre construction and prospective teachers learning community has become a topic of concern and discussion. The quasi teacher professional learning community is not only a simple community, but a community of seeking truth. The study of Constructivism on social cultural theory shows that quasi teacher learning does not only refer to individual (individual), but also social (SOCIAL). Sharing vision, cooperative learning and practice, and equal communication in the community become the criteria for evaluating the effective teacher development model (Zhao, 2008). Only in this prospective teachers social cooperation professional learning community is constantly exploring the prospective teachers learning effectiveness and self development groups, both within and outside the school to establish teacher professional learning community, continuous inquiry learning and self development group.

### 1. THE DEFINITION OF QUASI TEACHER AND PROFESSIONAL LEARNING COMMUNITY

In order to meet the needs of the transformation from normal education to teacher education, Liu Weijian put forward the concept of “quasi teacher”, which is instead of

the traditional “normal student”. The origin of the concept of “community” in the field of discipline came from the book of Gemeinschaft and (Gesellschaft). German Gemeinschaft is expressed as “community”, which have a strong emotional awareness, because of shared vision and custom form is formed in the emotion, rely on natural feelings on the basis of the same, and said it is “by the” essence “(Wessenwille) driven by its typical performance for various forms of family group”. Compared to the concept of “community” and “society” (Lin, 2013), the common emotion consciousness, strong sense of identity and sense of belonging is constantly emerging among people. “Community” the social concept, based on the embodiment of human emotions, exclusive social contact or the same way of life, the learning community has a strong collective culture to share and exchange (Zhan & Li, 2009).

Web, such as Sergiovanni this concept into the field of education, which is connected with the main idea of the community. In the professional learning community, Hird (Hord) believes that there is a common vision of the teachers education team research, sharing and paying attention to the combination of theory and practice, so that teachers and students develop in community cooperation. David (Horde) also believes that the prospective teachers professional learning community is quasi teachers to inquiry learning and self development group (Guo, Xia, & Zhang, 2014). Famous scholar Cox (Milton D.), a group of prospective teachers to reflect on and share learning experience, defined as a teacher professional learning community (Wang, 2014). Understands the focus of the “quasi teacher professional learning community”, which is also a top priority for researchers (Sun, 2011). Foster a community of shared and cooperative communities that express a sense of “we”. Such a learning organization is a place where people are constantly expanding their abilities to create opportunities to make their hopes come true, and the community relies more on rules and builds and maintains learning groups. In the theory of social interaction learning, everyone is a member of the social group, and each person’s learning style is an integral part of life (Zhang, 2014). Can be seen that the quasi teacher professional learning community refers to a group of quasi teachers through sharing, reflection and cooperation activities, and constantly explore and pursue common learning as the goal of the special form of organization. Quasi teachers, in such communities, learn to become more active, engage in reflective dialogue among prospective teachers, and focus on collaboration among prospective teachers.

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## **2. THE PLIGHT OF THE QUASI TEACHER PROFESSIONAL LEARNING COMMUNITY**

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Study on quasi foreign teacher professional learning community criticized the technology and management

of kidnapping phenomenon, which will align teacher professionalism one-sided understanding of this phenomenon will make teachers’ professional knowledge is not effectively present, neglected associated with real life (Wang & Li, 2013). At this point, in the wide and rich field of quasi teacher learning and professional development, the prospective teacher professional learning community will continue to expand. In other words, teachers think that the most effective way to help prospective teachers’ professional development is the characteristic of the prospective teacher professional learning community. The quasi teacher education curriculum is a highly practical course. It can train students to cooperate scientifically in the basic courses of education and teaching practice. In essence, the present prospective teachers education curriculum reform can be seen, most prospective teachers are exposed to static and closed knowledge, teachers forced learning rather than innovation, conscious learning; just pay attention to knowledge memorizing and copying, the knowledge system is not perfect; the teaching process ignored the role of learning. The target is not combined with the social environment, lack of initiative and enthusiasm of the students struggling with learning, teachers sometimes just schedule teaching knowledge, and without careful observation of prospective teachers really love education teaching this job.

Canadian educator Mike Fullan (Michael Fullan) is further discussed, the research on teaching learning is a professional learning, it does not mean that the standard has reached deep. Indeed, in such a learning organization, prospective teachers to reap personal knowledge or personal vision can only be strengthened, and then through the daily learning cooperative learning and constantly improve their own level; prospective teachers to cultivate the necessary learning habits only by continuously learning.” (Xiong & Wang, 2010) Teachers’ self-learning ability, teachers work arrangements and standardized management of school, to make teachers enthusiasm, actively participate in the learning activities, so all these will have an impact on future teachers. Quasi teacher professional learning community is a quasi teacher in the form of professional development of the concept of the process of turning. The research in recent years can be seen, the emergence of a large number of research results, the western countries theory together, analyze the profound meaning, and proposes the construction strategy based on criticizing reality, improve themselves as individuals in society in the “community” in good communication strategy, with great achievements of individual and collective learning. According to education experts Michael foland confirmed that the establishment of the depth of the professional learning community is extremely difficult. Due to the lack of a clear judgment system and

overall consideration of these difficulties, quasi teacher professional learning community also highlights the contradictions and conflicts in the construction process, it is easy to work not completed. This stems from the following fundamental difficulties:

### **2.1 Lack of Development Targets and Lack of Evaluation Criteria**

The evaluation standard is proposed to Thomas Gursky, for example, to every aspect of the need to continue to refine the content, feedback from professional achievement, application of new knowledge and skills as well as prospective teachers to assess prospective teachers professional development level. The lack of appropriate standards for evaluation makes it easy for prospective teachers to engage in conflict, and it is difficult to have a positive impact on Teachers' learning goals. Professional learning community is prospective teachers as learners to voluntary premise, the prospective teachers learn the vision as a link, a deeper understanding of the connotation of education reform theory, a method of organization to communicate with each other and unique learning. In other words, the target here is ambiguous and contains two possible states. First, the goal is not clear, in this case, the quasi teacher is usually expressed as anxiety, helplessness and uneasiness, then the formation of a firm learning community, not to mention. Two, the goal is improper, but mostly only focus on what prospective teachers learn, but not turn to "useful learning". Research shows that the latter is more common. The prospective teacher development model in the professional learning community is concerned with how to solve the problems that arise in the actual learning process. In the absence of substantial pursuit, a shared relationship between prospective teachers will cause the quasi teacher to be isolated in the learning environment. According to the American scholar Lee Teuk point of view, there are phenomena such as teachers or quasi between teachers, we just to choose some more information in the cooperation, strengthen each other or just some do not accord with the habit of the target. This does not enhance professional awareness and reflection awareness, but only a formalization of knowledge growth (Dong, 2014). It is clear that not all professional learning communities can bring beneficial results. When the quasi teacher learning group only reinforces the ineffective practice, the quasi teacher may cause pain and learning loneliness when he or she is out of the way of changing his learning behavior.

The mechanism of unified evaluation standard, integration and unity in order to successfully achieve the teaching philosophy, teaching ideas and teaching practice, provide guidance for community development, but also can optimize all kinds of learning resources, provide feedback, and seek effective mechanisms to maintain professional learning community. However, because

the development level involves a wide range, the design community evaluation criteria are a formidable task. In the designed standards, quasi teacher learning is often mistaken for the external knowledge system derived from foreign experts to teach quasi teachers, and can not solve practical problems. In addition, if the evaluation standards of absolutism are established, the situation of the establishment of the community will also face many problems, and leaders will seek quick success and instant benefit in order to achieve their goals.

### **2.2 Lack of Resources and System Guarantee**

In the process of construction and maintenance, the quasi teacher professional learning community lacks the resources and system guarantee, and the community will encounter difficulties in the process of construction, so it needs certain conditions and institutional support. In a word, these reasons can be attributed to two aspects. On the one hand, culture conditions, including quasi teachers' professional learning, knowledge and skills based, school leaders and parents and community cultural cooperation; on the other hand, structure conditions, development mode and communication includes individual learning practice, in practice the party etc. In the reserve resources, the most precious is the time, and the quasi teacher lacks the unified time. Except for the regular time on the course schedule, the quasi teachers also participate in a series of activities, such as planning games, inter school activities, learning gatherings, training meetings, etc. As a matter of fact, it is difficult for quasi teachers to squeeze out special study time for professional study community. If we want to maintain for a long time, we will face some difficulties and challenges. Of course, one of the most practical problems is the lack of funds. In fact, each school received financial support is not the same, all prospective teachers get funding to ensure high-quality professional learning and development, managers will have the funds for a quasi effective teachers, let prospective teachers development gap to increase, but also makes the prospective teachers resentment.

The basis of order is a reasonable system. Lack of system guarantee will lead the quasi teacher to feel isolated in the "isolated island" environment. The quasi teacher professional learning community should adopt many ways to promote the quasi teacher's individual and collective learning, and establish and maintain the learning community system in the prospective teachers to promote their professional development. Set up learning system, evaluation system, learning environment system and effective operation. The members of the community cooperation and exchange ways, or at what time what place and what people are, each community member should take the responsibility, leaders should be how to support and help should construct tracking, effective strategy. Every system should be consistent with the value goal, namely the system can encourage teachers to

participate fully in the decision-making, to construct a reasonable and effective learning atmosphere, cultivating students interpersonal trust and cooperation ability in the community; on teachers' professional learning to make decisions, rather than blindly.

However, some school measures and related policies will affect the establishment of this system, as well as the lack of awareness and ability of community members, lack of resources for further education, and so on, which will affect many factors. Among them, the system of monopoly of leaders is of great destructive power to the construction of the system. Researchers do not mean that rapid and effective decision-making represents leadership, but rather the use of different means to change quasi-teachers. If the teacher will be prospective teachers as facilitator of the "active" constructivist theory of knowledge system and personal reflective practitioners, as long as the change of teachers "social process", so the prospective teachers to establish and maintain lasting time (Zhu, 2009). Organizers and members of the professional learning community will be equally affected by some system, the related system must try to avoid monopoly authority figures and manipulation system, which is conducive to promoting the establishment of the relationship between the quasi sharing cooperation between teachers.

### **2.3 Lack of External Environment for Equality, Sharing and Communication**

Freedman has proposed, in has entered a new stage of globalization, human society should be on the basis of equality, trust and cooperation on the basis of creating, maintaining prospective teachers team, consciously cultivate the spirit of cooperation and sharing of prospective teachers. The old hierarchy is constantly being replaced, which will help all mankind stand on the same level and develop themselves. "Now, how can we participate in global competition?" "How can we cooperate through the interaction between individuals?" Driven by these problems, avoiding competition and refusing to cooperate means a missed opportunity for individuals in the context of globalization. When the quasi teacher lacks a cooperative and shared collective cultural environment to accept the new theory, he feels isolated. A long time ago, the American scholar Lieberman and Miller had said that although many teachers in the narrow space and compact time to receive a similar study, but their acceptance of learning are actually isolated, isolated and closed form prospective teachers in culture for a long time, this is the greatest tragedy of teaching. Although they are common in adjacent schools, common campus, classroom, facing the same age levels of students, but we are close to the classroom door, prospective teachers who have been facing is the students of the class, after class study alone, lack of communication and exchange between each other. Some academic organizations lack the academic atmosphere of democracy and equal

communication, and the "community" constructed by the quasi teachers can train students' creative ability through teaching, academic innovation and academic freedom.

In the era of increasingly fierce competition, there are such phenomena as the lack of respect, unwillingness to cooperate, lack of ability to share and closure among prospective teachers. In fact, the relationship between educational decision maker and prospective teacher is the relationship between "trainer" and "trained person", not on the basis of equal cooperative relationship. "Community" refers to an isolated cooperative culture, which is difficult to sustain for a long time, but should be closely linked with "communication". Then, joint learning should expand the interaction between school and school, not just between schools. In order to construct a quasi teacher professional learning community, management decision makers should support the emergence of this group. The decision maker creates and maintains a communication system that initiates a holistic cooperative culture system, taking into account the many factors that prevail in the development of prospective teachers. Thus, to achieve a true sense of sharing, we must have a diverse culture of its constant complement.

### **3. CONSTRUCT THE EFFECTIVE PATH OF QUASI TEACHER PROFESSIONAL LEARNING COMMUNITY**

As we all know, the implementation of any educational reform can not be separated from the teachers. The outline of the national education reform also emphasizes the importance of teachers in educational reform. The effective strategy of the professional learning community is a catalyst for promoting the professional learning of prospective teachers (Niu, 2007). The Australian scholar, Wei Xiao, has made a thorough and critical study of these communities and boldly rejected the traditional teaching concepts so as to understand and explain the potential and hidden realities (Cui & Wang, 2014). The class is a main place for both teachers and students, communication, classroom learning community is a learning organization of teachers, students and teaching design, each of them to participate in classroom activities, everyone is the wisdom of devotees, everyone is the subject of equal dialogue, when teachers are quasi cooperation and sharing of cultural environment respect each other, and feel the personal learning and personal practice support, their teaching behavior is easy to change. Also known as the learning community is a community of learners, composed of teachers, students, leaders and other staff of the organization, through interaction with others, personal reflection and effective practice, learning to new learning concept into individual.

Although China's education reform to promote the teacher centered teaching for many years, but the research

shows that prospective teachers still adopt to teaching as the center and the educators centered teaching philosophy, the lack of a relaxed and harmonious cooperation, the external environment of the corresponding. The establishment and maintenance of quasi teacher learning community can stimulate the awareness of quasi teacher self development, stimulate the inner vitality of prospective teachers, and promote the voluntary teachers to pursue development and change their learning behavior. The investigation on the teachers' development needs and research conclusion shows that the prospective teachers hope out of school based on self learning, and experienced teachers in leading prospective teachers team, through exchanges and cooperation, sharing the learning and practice of scientific research, improve their. In essence, the establishment and maintenance of the true sense of quasi teacher professional learning community can meet the needs of the quasi professional development of teachers. Prospective teachers' professional learning characteristics of the community itself are that every member of the community to provide equality, respect cooperation and exchange and sharing personal practice based on the external environment, and promote the development of their own internal system. Prospective teachers group culture for sharing, cooperation and interaction to encourage community, in each module, research steps and systematic integration of quasi regular teachers of scientific research and teaching practice, the related study and contribute to its development activities.

### **3.1 Establishing a People Oriented Learning Community Concept**

As mentioned above, in the current environment of educational reform in China, it is not only necessary but also feasible to establish and maintain a "people-oriented" quasi teacher professional learning community. The professional development of quasi teacher is human development, while man is human, and its existence is its purpose. In the process of establishing a quasi teacher professional learning community, we should establish a people-oriented approach and promote the all-round development of prospective teachers. The overall development of the quasi teacher is to stimulate and protect the all-round development of the quasi teacher in the voluntary, autonomous and quasi teacher professional learning community. Continue to strengthen self-learning, out of school, to participate in experienced teachers to lead the team, to develop their ability to use and comprehensive ability. From the professional skills to the full development, from the development of single teaching skills to the education of professional skills, the teachers of all aspects of the need to get the balance, make teachers can learn to feel the meaning of life through the process of personal growth itself, from which to experience the beauty of life. The organic components of school development include the development of quasi

teachers, and the development of school organizations should be in harmony with the development of quasi teachers. Prospective teachers by participating in various activities, and share learning experience with partners; through interaction with others, with each other to provide emotional and intellectual support, study and practice to achieve the new learning concept into individual.

### **3.2 Lead the Teacher From the Spontaneous State to the Conscious State**

The unconscious and passive state is a problem in the daily life of prospective teachers. Prospective teachers self learning, out of school, to guide the prospective teachers from spontaneous state transitions to conscious state, to develop teachers' different cultural awareness and cross-cultural awareness, interaction between prospective teachers, consciously enhance learning ability, realize the transformation from spontaneous state to conscious state. Guide the prospective teachers improve the knowledge system, and then promote the overall learning practice, practice reflection of the learning process, the prospective teachers are free to pursue professional development; learning and enhance the level of scientific research, encourage the sharing of prospective teachers, let prospective teachers fully temper and increase in practice; the combination of theory and practice and operation for professional learning, cultivate the ability of professional independent inquiry; encourage prospective teachers between to establish mutual respect and mutual support, sharing the teachers culture, such as establishing learning workshops, collective learning, learning counseling and guidance of the individual teaching and scientific research practice, the cooperation between members of the community, to declare the project learning log and reflection other forms of occupation development activities, to promote the professional growth of teachers in the community must study and scientific research level.

### **3.3 Establishing a Knowledge Sharing Mechanism**

Improving the quasi teacher learning community is an effective measure to realize the knowledge sharing mechanism of prospective teachers. Using domestic and foreign resources, sharing knowledge through the knowledge bases to improve their learning level. The effective educational mechanism does not rest on the technical level of teaching, but comes from the quasi teacher's self-identity and self perfection. The effective community can clearly show the quasi teacher's identity to the professional learning community and the learners' distributed skills. The ability of each learner to retain knowledge is different because the community does not require members to learn the same thing at the same time. Prospective teachers' practical knowledge is tacit knowledge category, is very personal, learning to achieve

the integration of concepts, knowledge and practice of learning, learning methods, but also reflects the quasi teachers' scientific research practice activities, organizing and coordinating ability and other empirical knowledge. Leading professional learning community members to participate in practical application and research, in common application, in practice, study the process of cooperative learning, learning scientific and rigorous methods of knowledge theory, so that prospective teachers deepen the understanding of the research method system, and in the process of knowledge through reflective practice.

### 3.4 Forming a Multi Style Professional Lead Operation Mechanism and Mode

The real effective quasi teacher development mechanism should make the quasi teacher professional learning community becomes its active organism. The school should play a leading mechanism within the school, carry out various forms of learning activities in the prospective teachers in the learning process, in-depth exchanges, the basic power of quasi teacher learning community has been continuously enriched, strengthen the consciousness of independent development. The school should strengthen the cooperation and exchange of other schools, the research team in school, teachers encourage each other and help, through the collective and individual set up within the operation mechanism of professional cooperative collective cultural atmosphere. Schools should actively seek guidance from famous teachers and researchers, and establish a cooperative research system for educational academic organizations. In order to help prospective teachers dispel doubts, invite professional researchers often to provide guidance for the development of prospective teachers. In order to improve the quality and grade of school-based teaching and research, we should pay attention to the combination of theory and practice, achieve theoretical guidance, and pay attention to the role of related network resources and curriculum resources. The use of "campus platform" and modern educational technology, build up the social various excellent education programs, curriculum organization of prospective teachers watch CD, prospective teachers who do not regularly organize meetings, e-mail exchanges, quasi cooperation among teachers, education management support, promote the prospective teachers and other school teachers cooperation mechanism and mode.

### 3.5 To Create a Loose School Management Mechanism

Effective management mechanisms can play a connecting role and play an exemplary role. Prospective teachers should actively participate in the learning team, the establishment of an effective school management mechanism is not simply to encourage them, but to create the appropriate development of prospective teachers and

prospective teachers changing external environment, the professional development and ultimately promote the prospective teachers, change the teaching behavior and quasi need not adapt to the reform of teacher education. Community leaders should keep a clear mind, good at making decisions, through establishing and maintaining learning groups, encourage teachers to participate in quasi experienced teachers lead the learning community to participate in classroom teaching, guidance and cooperation among teachers, so as to prevent the school into a just display window system.

Leaders and members are learners in the professional learning community, and they are also affected by relevant systems. As in the school department and academic groups, through a series of prospective teachers' professional learning and prospective teachers professional development activities, realize the cooperation and sharing of cultural groups as well as the positive role of teachers' reflection during development. Maslow and other scholars believe that the prospective teachers centralized management mechanism and maintain a long time can promote the development of teacher professional learning community more than short-term management mechanism, give full play to its advantages and potential of individual groups (Bai, 2006). Establishes and maintains a voluntary and autonomous quasi teacher professional learning community. Only by doing people oriented and having a loose and harmonious management mechanism can the dynamic learning development needs of prospective teachers be met.

Teacher professional learning community can make teachers to share learning experience, focus on improving the ability of prospective teachers, should seek various ways to improve teachers learning, organizational strategy should seek effective mechanism to guide and manage teacher professional learning community, learning community in prospective teachers by combining the experience and knowledge of the way of time reflection and inquiry and cooperation work. When quasi teachers participate in community discussions, they can communicate at a deeper level. According to the needs of the teachers' professional development, they should provide suitable quasi teacher professional learning community to enable them to share the vision of learning practice in the common body, and to promote the development of prospective teachers in the process of cooperation and communication.

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