



# On the Construction of Teacher Culture

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**Abstract.** Teacher culture is an important part of teacher education research. More and more school administrators have realized that teacher culture construction plays an important role in school management. There are four parts in this paper. The first part: the connotation of culture and teacher culture; The second part, the characteristics of teacher culture. There are four main characteristics of teacher culture: 1. Spirituality; 2. Fusion; 3. Uniqueness 4. Plasticity. The third part analyzes the function and effect of teacher culture; The role of teacher culture has three aspects. First, the promoting effect of teacher culture on teacher professional development; Second, the promotion of teaching culture to the construction of teachers; Third, the influence of teacher culture on the small school management model. The fourth part discusses the ways to strengthen the construction of teacher culture. It includes attaching importance to the construction of teacher culture; To explore the construction of teacher culture in practice and strengthen the construction of teacher culture in theory.

**Keywords:** teacher · teacher culture · teacher culture construction

## 1 Introduction

In recent years, there have been frequent incidents of academic fraud, misconduct and improper speech in the educational field. Some teachers' quality and ability are difficult to meet the needs of talent training in the new era. The ideological and political quality and the level of teacher ethics need to be improved, and the level of specialization needs to be improved. These problems need to be addressed from the institutional level as well as from the cultural level [1]. All human undertakings can be examined in the context of culture, and each occupation has its particular culture. Teacher culture is the core component of education culture and school culture. Since the birth of education, the role of teachers has been irreplaceable. As a teacher of the new era, should be good at both draw lessons from the educational tradition of the elders, and widely studied Huang Danian type teaching team, teaching in China and other advanced typical, good for just learning self-discipline, good for just learning model, with its own repair to influence student behavior, with its own personality affects the student individuality, trying to be a type of teacher educators.

## **2 The Connotation and Content of Teacher Culture**

Teacher culture is the value idea and behavior way that teachers form and develop in the teaching activities. It mainly includes teachers' professional consciousness role identification, educational concept value orientation, emotion and behavior reaction and so on. It can be divided into three levels: teachers' ideology, value system and behavior mode. These three levels form a unified whole. The content of teacher culture refers to the substantive attitudes, values, beliefs, views and ways of doing things shared among members of a specific teacher group or a broader group of teachers. The content of teacher culture is reflected in teachers' ideas and words and deeds. Sharing and consensus are the basic elements of teacher culture content view. The form of teacher culture refers to the typical types of mutual relations and specific ways of contact between teachers. These methods not only show the different contents of teacher culture, but also make teacher content constantly reproduced and redefined. The changes of teachers' beliefs, values and attitudes depend on the changes of teachers' relationship types and contact methods.

## **3 Characteristics of Teacher Culture**

Teacher culture mainly has the following characteristics: first, spirituality. Since common values are the core factor of teacher culture, teacher culture is more spiritually oriented. The professional attitude, professionalism, working style, deep values and psychological outlook of teachers reflect a unique flavor that can only be felt by people outside the teacher group. Two, integration. Teacher culture is a group culture, which integrates the values of the teacher group, thus forming the value norms recognized and followed by the teacher group. The harmonious communication lays the ideological foundation for the teacher collective. 3. Uniqueness. Teacher culture is a kind of subculture, which is influenced by national traditional culture and regional macro culture, as well as its own main culture – campus culture. Therefore, teacher culture must have the uniqueness of teachers. In addition, there are significant differences in teacher culture among different teachers, which also reflect the different personality and characteristics of teacher culture. Four, plasticity. Teacher culture is a series of ideas and creeds which are embodied in the long-formed educational and teaching behavior mode based on the common values in the minds of teachers. Teacher culture is not naturally produced, but can be mined and guided on a certain basis, and constantly enriched and improved in practice. Therefore, teacher culture has strong plasticity while maintaining relative stability.

## **4 Functions and Effects of Teacher Culture**

### **4.1 The Effect of Teacher Culture on Teacher Professional Development**

First of all, common belief is the ideological cornerstone of teacher professional development. One manifestation of mature teacher culture is that teachers have a common educational belief, which has been transitive from the experiential hazy state to the rational clear state. The educational beliefs of teachers in a good teacher culture include

advanced educational outlook, student outlook and educational activity outlook. These beliefs not only affect teachers' teaching behavior, but also play an important role in teachers' own growth and professional development [2]. Although the teacher is not aware of it, these beliefs serve their proper function as filters when the teacher tries to learn and try new ideas. Professionalism is the pillar of teacher professional development. Secondly, professionalism is the pillar of teacher professional development. Another manifestation of teacher culture is that teachers have professionalism, continuous work enthusiasm and enthusiasm for the teaching profession, which means high career satisfaction. Among teachers, there are different degrees of satisfaction and sense of failure due to the significant differences in motivation. Professional attitude and motivation will have a considerable impact on teachers' professional development and the stability of their profession. Finally, self-need and consciousness are the basis of teacher professional development. Good teacher culture lays the foundation for cultivating the needs of teachers' self-professional development, which is very important for teachers to become a professional talent. Only when people regard their own development as the object of their own understanding and conscious practice can they become the subject of their own development in a complete sense. The formation of independent self-consciousness and self-control ability can raise the influence of individuals on their own development to the level of consciousness. Only in this way can teachers control their own behavior today and plan their future selves, thus providing the possibility for greater progress at the professional level. It can be seen that teacher culture plays an irreplaceable role in teacher professional development. It can make teachers consciously pursue ideal professional development into conscious behavior, and always maintain the development direction of self-renewal, so as to lay a solid foundation for truly realizing the independent professional development of teachers.

## **4.2 The Effect of Teacher Culture on the Construction of Teaching Staff**

### **4.2.1 The Role of Ideas in Teacher Culture**

Concept is a person's ideological consciousness, is the result of thinking activities, its connotation is very rich. A series of ideas of teachers on quality-oriented education, teaching work, student quality and school development have formed a value system. If a group of teachers can have a common positive concept, it will lead the behavior of teachers to the right goal smoothly [3]. For example, in the concept of talent, we should have a creative, intelligent and comprehensive view of talent. In terms of teaching concept, we should set up teachers' modern teaching concept, pay attention to the formation of students' emotional cognitive structure and other internal changes, emphasize the learning process of students' independent inquiry and play the thinking, and encourage students to participate in various forms of organizational teaching. To this end, on the one hand, schools should provide teachers with opportunities to broaden their horizons and form new ideas. On the other hand, we should consciously strengthen the propaganda to promote the above concepts into the behavior of teachers. In addition, the awakening

of teachers and their love for education are also crucial. Therefore, the basis of teacher's work is to guide life and love education.

### **The Role of Behavior and Habits in Teacher Culture**

The behavior culture here refers specifically to the cooperative culture of teachers' teaching behavior. The teaching cooperation culture of teachers includes guidance type and communication type. Teaching is a science as well as an art. The superb teaching skills require the integration and creation of the wisdom of many people. Teachers' teaching is mutual cooperation and mutual promotion, which is a win-win situation for teachers and students. Teachers should be encouraged to think independently, design teaching, develop and innovate, and at the same time encourage communication and sharing among teachers. In the changing times, teachers must learn to compete and cooperate in order to embody the vitality of teaching. In reality, jealousy and jealousy is a sign of ignorance and backwardness, as well as a sign of mental ill health. The cooperation between teachers in teaching involves all aspects, such as joint lesson preparation, sharing of teaching plans, mutual observation, classroom teaching, and joint experimentation, teaching, teaching and scientific research cooperation.

### **The Role of Teacher Image in Teacher Culture**

The image of the teacher reflects the whole spirit of the teacher. It is the symbol of a school, a region, and even a nation, and it cannot be built by a single effort. Teachers' mannerisms, dress etiquette, attitude, temperament, self-restraint and demeanor are the concrete manifestation of teachers' spiritual culture. Teachers' full enthusiasm for work, competitive interpersonal atmosphere and pragmatic professionalism should become the style of teachers in the new era. As a teacher, paying too much attention to their own dress and dressing too casually will have an impact on the image of teachers. Teachers are responsible for the sacred duty of being a teacher, and the professional characteristics of teachers determine that their clothes must be dignified and steady, harmonious and elegant, decent, clean and tidy. Only such clothes can make the most brilliant professional image of teachers under the sun shine brighter, and the professional bearing of teachers as engineers of human soul glow out.

## **4.3 The Effect of Teacher Culture on School Management Model**

It can be found that teacher culture has a great influence on the quality of school management if we examine the teacher culture outside the teacher group circle. School management is also a cultural phenomenon. In the era of reform, the concept of school management is changing accordingly. The goal of school management is school efficiency, and the realization of this efficiency needs a backbone force and high quality teachers. The team's ethical outlook, value orientation, teaching level and teaching attitude directly affect the smooth realization of school goals. Attaching importance to the role of ideology and culture has become the consensus of many principals. The quality of education in a school depends largely on the values, beliefs and attitudes of teachers and their culture. Teacher culture is a kind of power, a kind of resource, but also a kind of realm. Therefore, the development and investment in the construction of teacher culture is of great significance to the innovation of school management system, the improvement of school education quality and the formation of a good school reputation.

## 5 Construction of Teacher Culture

### 5.1 Attach Importance to the Construction of Teacher Culture Ideologically

From the tide of the world education reform, the idea of “people-oriented” reform prevails all over the world. “People-oriented” is to insist on the dialectical unity of human’s natural attributes, social attributes and spiritual attributes, which is a philosophy of educational management. In all the elements of school management, teacher management is the first element, school management should be “teachers first”, in the “people-oriented” to establish the “teacher-oriented” management thought. So, how to put the management thought of “teacher-oriented” into practice, so that teachers’ energy can be maximally played, so that the school in an invincible position in the competitive environment, is worth our deep consideration. We must establish a new concept of teacher management and establish a concept of “super stability” in school management strategies. Super stability is a long-term plan. This is the classic strategy of Sun Tzu in the Art of War, “to respond to change with change”. This supreme war principle of “no death” is reflected in the school’s management strategy for teachers. This super stability is to establish a deep teacher culture that has the greatest impact on the school.

Therefore, it is necessary for every school administrator to establish a concept of teacher culture and realize that teacher culture is a spiritual construction that integrates the internal order of the school and endows it with strong vitality. It can promote the working spirit of all the staff, promote teachers to open up their work fields and improve their work efficiency. This is a kind of internal restriction mechanism, and at the same time has the ability to turn the external normative system into the consensus and conscious behavior of all members [4]. Although the management means of building teacher culture are different from the coercive administrative means and the stimulating economic means, it shows great permeability, persistence and stability. The construction of teacher culture in western countries also offers us a model, and we believe that the importance we attach to the construction of teacher culture will bring surprising changes to the process of teacher professional development and the progress of the theory of school management.

### 5.2 Boldly Explore the Road of Construction in Practice

In the process of teacher culture construction, we should explore boldly and innovate bravely. Firstly, the construction of teacher culture must adapt to the development of education. Teacher culture is the product of the education of the whole society and the development of school education to a certain level, so they should adapt to each other. For example, the content of teacher culture is to build the professional spirit of teachers. Teachers should form values and attitudes that meet the educational quality and requirements. This is the urgent requirement of society and parents for teachers, and is also the consensus of most schools. With this premise, the construction of teacher culture has the space of existence and development. Secondly, the construction of teacher culture should conform to the national conditions and school conditions. Teacher culture is one kind of campus group culture, it is bound to be affected by our cultural traditions, customs and main culture. If regardless of the characteristics of the country and the school situation of the country, the abrupt imitation of foreign popular teacher culture

will not only not get the inner recognition of teachers, but also cause many psychological obstacles. Thirdly, the construction of teacher culture requires teachers to participate together. The core and soul of teacher culture is the common values and subject spirit of the teacher group, which needs to be created by all teachers in practice. Otherwise, only a few leaders behind closed doors, not only against the common aspiration of the majority of teachers, but also against the original intention of the construction of teacher culture, and this imposed spirit will not be deep in the people's hearts, pages will not last, the final result is: pig nose inserted scallion – elephant [5]. Therefore, the construction of teacher culture must be the joint participation of all the teachers in the school, rather than only by the executive order of a few leaders, superficial.

### 5.3 Theoretically Strengthen the Study of Teacher Culture

Practice without theory is blind practice. The construction of teacher culture in the new century needs to strengthen the theoretical research on teacher culture. The theory of teacher culture studies many fields, such as the causes, elements, concepts, types and functions of teacher culture; The position and function of teacher culture in campus culture; A comparative study of teacher culture in different schools; The relationship between teacher culture and teacher professional development; Research on teacher culture and school management quality; The evaluation and measurement of teacher culture; The comparative study of Chinese and foreign teacher culture and so on. In terms of practical level, the need to study the current schools at various levels and of teacher culture in our country's reality, the work situation, how big is the gap between theory and practice of teacher culture, how to construction and development of teacher culture with Chinese characteristics, how to reshape the teacher culture in our country, how to make the school leaders and teachers realize the importance of teacher culture construction, etc., This series of research topics need us to continue to explore.

At the same time, we also need to develop more specific and breakthrough measures in the construction of teachers' ethics, core literacy training, teachers' status and treatment, so that teachers' political status, social status and professional status are enviable. Only when the best young people regard teachers as an enviable career and are willing to fight for it all their lives, can an atmosphere of respecting teachers and valuing education be truly formed, a good situation can be formed in which good teachers keep emerging, and the teacher culture will be more vibrant.

## 6 Conclusion

In a word, teacher culture is a kind of power, is a kind of resource, is a kind of realm. Attaching importance to the role of thought, concept, culture and humanities has become the consensus of many schools. The quality of education in a school largely depends on the values, beliefs and attitudes of teachers, which is called teacher culture. The development and investment of teacher culture construction is of great significance to the innovation of school management system, the improvement of school education quality and the formation of a good school reputation.

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