

The 5th GLOBAL TEACHER EDUCATION SUMMIT

论文编号: E0573

论文题目: Teacher's Role and Function in Participating in School Culture Construction and Empowerment Concepts: A Case Study of a County School in China

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Purpose

Research Origins

Urgent macro Background

School development
High-quality teacher team

Poor Local Reality

School culture construction
Empowerment situation

Consistent Theoretical Perspective

Role theory
Empowerment theory

Build school culture

Provide references and lessons for front-line educators and researchers

Clarify teacher's roles

Role Theory

Role Stage

Role cluster

- Role Cognition and Positioning
- Role Conflict and Adjustment
- Role Reinforcement and Gaps

- The Collection of Individual Role

Empowerment Theory

Psychological Empowerment

Structural Empowerment

- Autonomy; Effectiveness; Sense of Meaning; Competence
- Support; Resources; Knowledge; Information; Informal Power; Formal Power

Methods

Data collection methods

One-on-one in-depth interviews and informal interviews

- Teacher and principal versions of "Interview Outline for Teacher Role and Empowerment Perception in School Culture Construction"
- 5 representative pioneer class teachers involved in school culture construction, and 2 school leaders who pay attention to school culture construction
- Interview transcripts of 68,803 Chinese characters

Material collection method

- Teacher cultural construction achievement showcases: 60 copies
- School cultural construction materials: 3 copies
- Teacher cultural construction 1+n team plans and reflections: 10 copies

Partial participatory observation method

- Observation record: 3 copies

Data Analysis methods

Qualitative Text Thematic Analysis Method

- Data-driven inductive category construction
- Deductive category construction based on fundamental theories

Analyze based on final categories to generate research findings.

Another round: comparing the similarities and differences within the categories.

Analyze the text, highlight key points, refer to the memo.

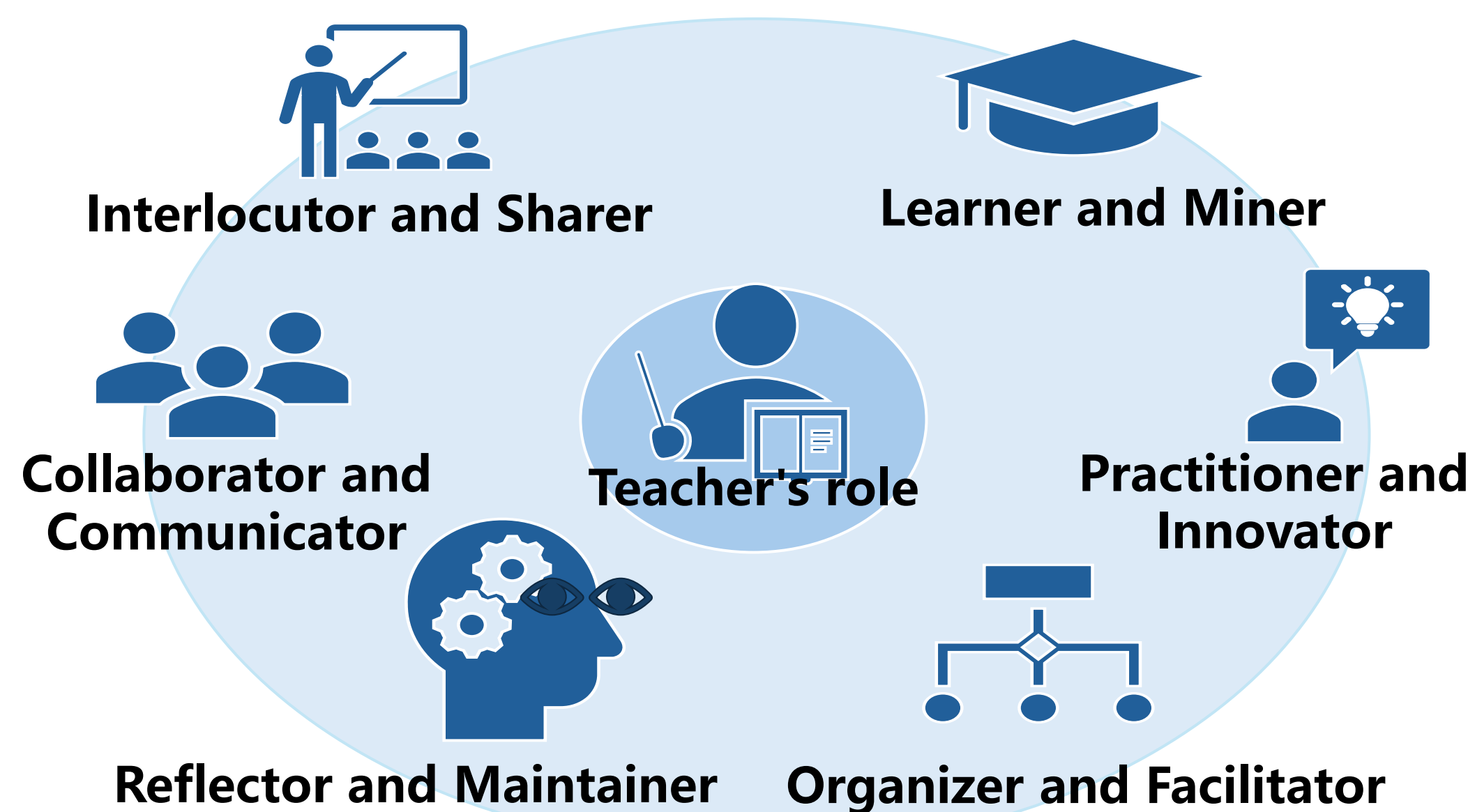
Research Questions

First round: the primary thematic categories are generated.

Encode the corresponding data into the categories.

Define 16 sub-categories, and Encode the corresponding data into them.

Results



The Basic Process of Teacher Role Construction Under the Influence of Teacher Empowerment

EMPOWERMENT STAGES	PE	SE
Interconnected: Teacher empowerment guides role cognition and role positioning	Evoke awareness	Enhance cognition
Offering timely help: Teacher empowerment adjusts to role conflict	Aid in processing	Relieve stress
Eagerly looking forward to: Teacher empowerment reconciles the role gap	Assist in improvement	Correct discrepancies

Conclusions

Multiplicity

The role of teachers in school culture construction is not singular but a role complex composed of multiple roles influenced by different role perceptions and expectations.

Transcendence of Context

Teacher roles are not dependent on specific situations. They represent different behavioral patterns under certain role expectations and can manifest in various cultural construction contexts.

Growth Based on Practice

As role practices develop, each teacher's role has its own potential for development and is in different states of practice rather than being static or unchanging.

Whole-stage Nature

Role perception and positioning: SE arises and PE strengthens;
Role conflict and adaptation: SE provides assistance and PE relieves pressure
Role gap: SE assists and PE corrects.

Distributed Partiality

Different dimensions of empowerment show special effects suitable for different situations in the context of school culture construction.

Interactive generation

Some dimensions of structural and psychological empowerment have an intrinsic relationship with teachers' role perception and practice.

