

Research on Teacher's Knowledge Management

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Abstract. Knowledge changes amazing quickly today, and teachers, as the propagator of knowledge, should improve their diathesis by effective way of managing the knowledge, so as to impart the knowledge to their students. Based on determining the connotation of knowledge management, this article indicates the problems exist in our country, and then presents the countermeasures to it.

Keywords: Teacher, Knowledge management, Strategy.

1. Connotation of Teacher'S Knowledge Management

Related concepts of teacher's knowledge management: Teacher's knowledge management was brought forward based on knowledge management. Early in Nineteen sixties, Dulac brought forward a concept "knowledge worker", from then on, many experts and scholars unscrambled knowledge management. Here we quote the definition used by Laurie, "Knowledge management is the processes include creation, acquisition, and application of knowledge for improving the efficiency of an organization. The knowledge management has close relationship with two different activities, the first is the documentation of individual knowledge, and then spread it through the data base of the organization. The second is to help peoples through network like group software, e-mail etc. to spread the knowledge for exchangement, sharing, and further innovation. [1]" Most scholars support Laurie in that, the knowledge management need to be acquired and innovated on the basis of information technology of individuals and organization.

On the basis of knowledge management, education managerialised the concept of teacher's knowledge management, and the most representative point of views is from Yuzhi Jin, a scholar from Taiwan, She think teacher's knowledge management is the continuous process to acquire, store, share, exert, innovate the professional teaching knowledge. To increase the shareness and fluidness through a set of effective knowledge system. [2]

Based on related concepts, we think the knowledge management has three meanings: firstly, the subject of teacher's knowledge management is teacher; the second, the object of the teacher's knowledge management mainly refers to the process of transformation and innovation of the acquisition, storage, sharing, exertion, innovation of the professional and teaching knowledge; the third, the auxiliary tool of knowledge management, mainly refers to the theory of information technology and learning organization, they are the edged tool for development of knowledge management, and are also the two promotion factors; the fourth, the aims of teacher's knowledge management are to promote the improvement for both teacher's teaching skills and professional diathesis, to improve the students' accomplishment, and finally to promote the competitive power.[3].

The features of teacher's knowledge: The teacher's knowledge has its own features, which could help us to understand the meanings of teacher's knowledge management.

The transference of teacher's knowledge. The responsibility of teacher is to transfer the knowledge to students, to let the students grasp all kinds of knowledge and survival skills, so the teacher's knowledge has

transference. The transference need the teacher to learn continuously, to follow the leading knowledge, to ensure the knowledge is useful and worthwhile to the students, and could provide important help to the survival for the future. To conduct knowledge management, will benefit the teacher to grasp new knowledge and know the latest development.

The expansibility of teacher's knowledge. The teachers need not only to grasp intensive professional knowledge, but also to have the related teaching theory knowledge and experience. With the development of the professional knowledge, the teaching theory, teaching methods, and teaching means also progress, so the teachers should not only concern about the professional knowledge, but also grasp advanced teaching theory knowledge and skills at the same time. Only in this way, the teacher could transfer more advanced knowledge in a better way. To manage the knowledge, the teachers should share their knowledge and experience, in this way, the teacher could improve both professional knowledge and teaching theory knowledge and skills.

2. The important functions of teacher's knowledge management

The functions to teaches: Yongfa Chen, a Taiwanese scholar, pointed out in his works: "In knowledge society, teacher is professional knowledge workers, who serve as the role of transference, creation, and learning of knowledge. They must chase continuously the professional growth, so as to adapt the change in society and economics, to be competent for teaching work. While the professional growth of the teacher is just the promotion of related teaching skills (teaching theory and practice and related skills), and the focus: acquisition, transference, creation, and application, connotation and aim all match with knowledge management. So, exertion of ideal and technology of knowledge management will promote the professional growth of the teacher." With the continuous renewal of contemporary society knowledge, the teacher, as a disseminator of knowledge, must upgrade themselves and grasp and innovate knowledge continuously, so as to fulfill their responsibility. The teacher's knowledge management, meet this requirement exactly. On one hand, knowledge management improve the efficiency for the teacher to acquire knowledge; on the other hand, the storage, coding and transference benefits to the integrity of the teachers themselves, and the renewal of knowledge its and construction.

The functions to school: The guidance of school to the teacher's knowledge management requires the formation of culture atmosphere for mutual exchanging and knowledge sharing. This atmosphere will benefit to the build of organization culture and improvement of organization construction. At the meantime, the knowledge management could raise the teaching skills of all teachers, optimize the teaching group and further support the improvement of the school competitiveness.

3. The Shortages of School Teacher's Knowledge Management

More importance has applied to knowledge management, but the teacher's knowledge management is still strange to many schools and teachers. Many existing problems hinder the smooth development of the teacher's knowledge management.

Firstly, even though schools pay more attention to the development of teaching group, but they did not recognize the importance of teacher's knowledge management to the growth of the teachers; while the teachers also were not conscious of the knowledge management could promote themselves, and are also lack of group's consciousness, thus, many schools haven't related measures for teacher's knowledge management.

Secondly, school organization are lack of related system for the guidance of teacher's knowledge management, such as the confirmation, property right protection for the teacher's production, result in healthy supporting systems, and are harmful to such activities.

Thirdly, the schools are lack of organization atmosphere of technical support and knowledge management. The practices of knowledge management need the organization to provide technical support and construct the organization atmosphere of knowledge management. The related technologies and software systems of knowledge management, and the lifelong learning and group learning atmosphere, are most important to realize knowledge management activities. But, a majority of schools did not provide related system and

training of knowledge management, and also are lack of the consciousness of group; these hinder the development of the teacher's knowledge management.

4. Construction of Teacher's Knowledge Management

To face on the problems exist in the teacher's knowledge management, work should be done on both school organization a teacher.

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To perfect the guidance mechanism for teacher's knowledge management.The guidance mechanism for teacher's knowledge management ask the school to work out related system to guide the teacher to manage the knowledge. Perfect guidance mechanism is helpful to arouse the activeness to age the knowledge, and normalize the teacher's knowledge management behavior.

Firstly,teacher's achievement confirmation system.The teacher's knowledge management require the group leaguers to discuss and exchange the knowledge, but the precondition is to confirm the knowledge achievement of each teacher in order to protect individual benefit. Knowledge achievement confirmation system is a way to determine the existing achievement of the members in the organization. This system could prize the teacher who has exceeded knowledge achievement. This system protect the achievement for the teachers, so, they could share their knowledge experience without afraid.

Secondly,teacher's elimination system for aging knowledge. The teacher's elimination system for aging knowledge is used to check the expertise of the teachers periodically and establish elimination system. By this system, the teacher will have pressure, so as to promote the knowledge management work be conducted smoothly. [4]

Provide technical platform.The development of knowledge management need the support of information technology, so the school should provide the convenient platform to promote the smooth development for the teacher's knowledge management. A one hand, the platform constructed under information environment helps the teacher to classify his knowledge and systematize their knowledge. On the other hand, teachers could share their knowledge with others through information technology, which makes them acquire knowledge conveniently and quickly. The main technology could be used in knowledge management include knowledge sharing technology, documents management technology, information inquiring technology, groupware technology, data mining technology, artificial intelligence technology, multimedia technology, etc. These technologies help to get high efficiency for knowledge management.

Establish a learning organization. A learning organization is an organization to be skilled to create, acquire, and transfer knowledge. Professor Peter Senge, who works in Massachusetts institute of technology, pointed out that: "In a learning organization, all the peoples could break through the upper limit of his capability, to create the result they really want, to cultivate a wholly new, forward looking way of thinking, to realize the common ambition of their own, to learn ceaselessly how to study together. [5]" The smooth operation of teacher's knowledge management, need the teachers to exchange experiences and to study together, so a learning organization is required. To establish a learning organization, on one hand, need to build a culture atmosphere for lifelong learning, to take corresponding guidance and excitation measures, in this way the teachers could have the common aim, the clear aim help them to grow up. On the other hand, to cultivate the group learning atmosphere. The group circumstance will benefit the acquisition and innovation of new knowledge.

Strategy of the teacher:As a teacher, he should manage the knowledge by the two following way.

Set the consciousness of lifelong learning. Knowledge managements need to be conducted by the teacher on his own initiative and adhere to it for a long time to get an ideal result. To the teacher, he should set the consciousness of lifelong learning, only driven by this, he could be eager to master new knowledge, and to promote his diathesis by knowledge managements. The school should take reasonable measures to build campus culture to bring up the consciousness of lifelong learning.

Establish individual knowledge library. Individual knowledge library is a kind of pool of resource to help the teacher to store, classify the knowledge. Through the individual knowledge library, the teacher could

induce and clean up the knowledge so as to search and pick up the knowledge quickly. The school could provide knowledge managements software and carry through training for the knowledge management's software to help the teachers to establish the knowledge library which could meet the requirement of themselves to improve the efficiency of knowledge managements.

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