Developing the Culture of Collective Learning Among Malaysian Teachers

Abstract

Dynamic changes in education urge teachers to learn continuously to improve their knowledge via formal or informal means. This paper discusses teachers’ collective learning practices in order to build a culture of collective learning among teachers. Questionnaires were distributed to 321 teachers in 14 High Performing Schools (HPS) throughout Malaysia. The results indicated that HPS possessed collective learning culture when all the collective learning activities were practiced at a high level by the teachers.

Keywords: collective learning, teacher learning, organizational learning, learning culture.

Introduction

Collective learning refers to team learning that involves the culture of teamwork within an organization. The culture includes important values such as mutual respect, trust and mutual support to build team commitment and professionalism. A culture of collective learning relies on integrated learning among the members of the organization. Teachers constantly add knowledge through self-learning and then share their knowledge with colleagues. This effort helps teachers to enhance the knowledge and improve their efficacy and effectiveness in performing their routine tasks.

A study by Silins, Zarins and Mulford (2002) found that high quality teachers practiced collective learning. The quality is measured in terms of the teacher's