# Have you arranged your classroom seats in the ”冂” shape？

## Reflective Analysis on the Models and Strategies of Inducing Taiwan’s Schools to “School as Learning Community(SLC)”

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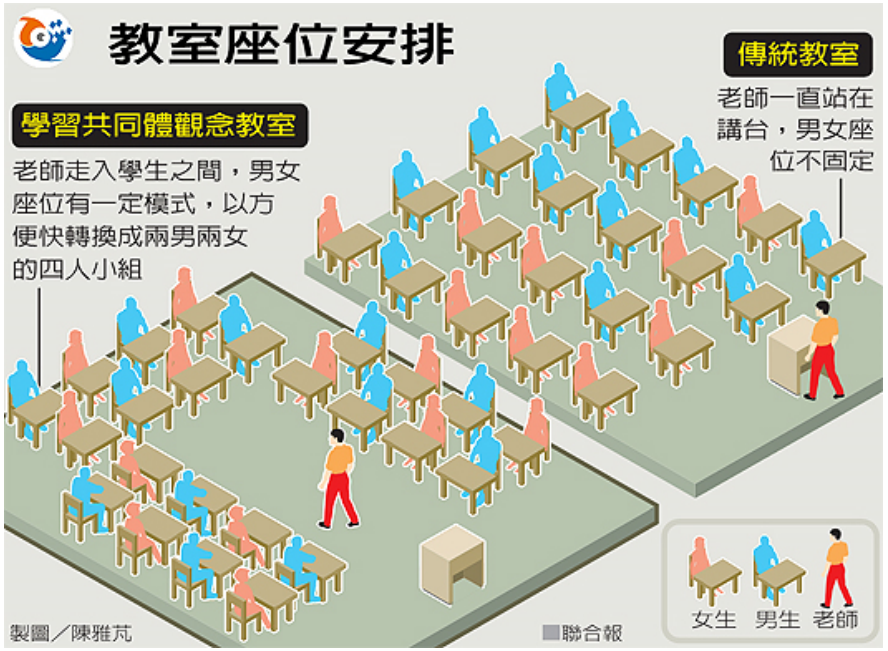
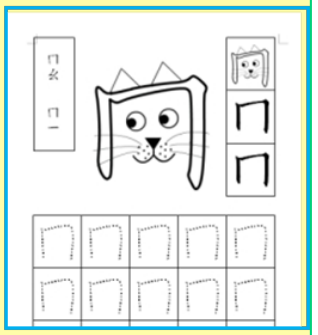
# Have you arranged your classroom seats in the"ㄇ" shape？




Mandarin Phonic Symbols



The third symbol is

ㄇ

# Outline

**What the research says…**

- Analysis on the submissions to "The 14th Call for Papers of Teaching Innovation and Action Research at Elementary Schools in Taipei City" (2013)

Attend to generalize **models and strategies** of inducing Taiwan's schools to "School as Learning Community(SLC)"

**Six reflective points** from local practices are raised, to be suggested as directions and basis for future innovation.

# Analysis on the submissions to "The 14th Call for Papers of Teaching Innovation and Action Research at Elementary Schools in Taipei City" (2013)

- Above research reveals the fact **how the concept of "Learning Community" (学习共同体) has been implemented in schools,**

  while Manabu Sato's *Learning Revolution —Reform from the Classroom* has been published for less than one year in Taiwan.

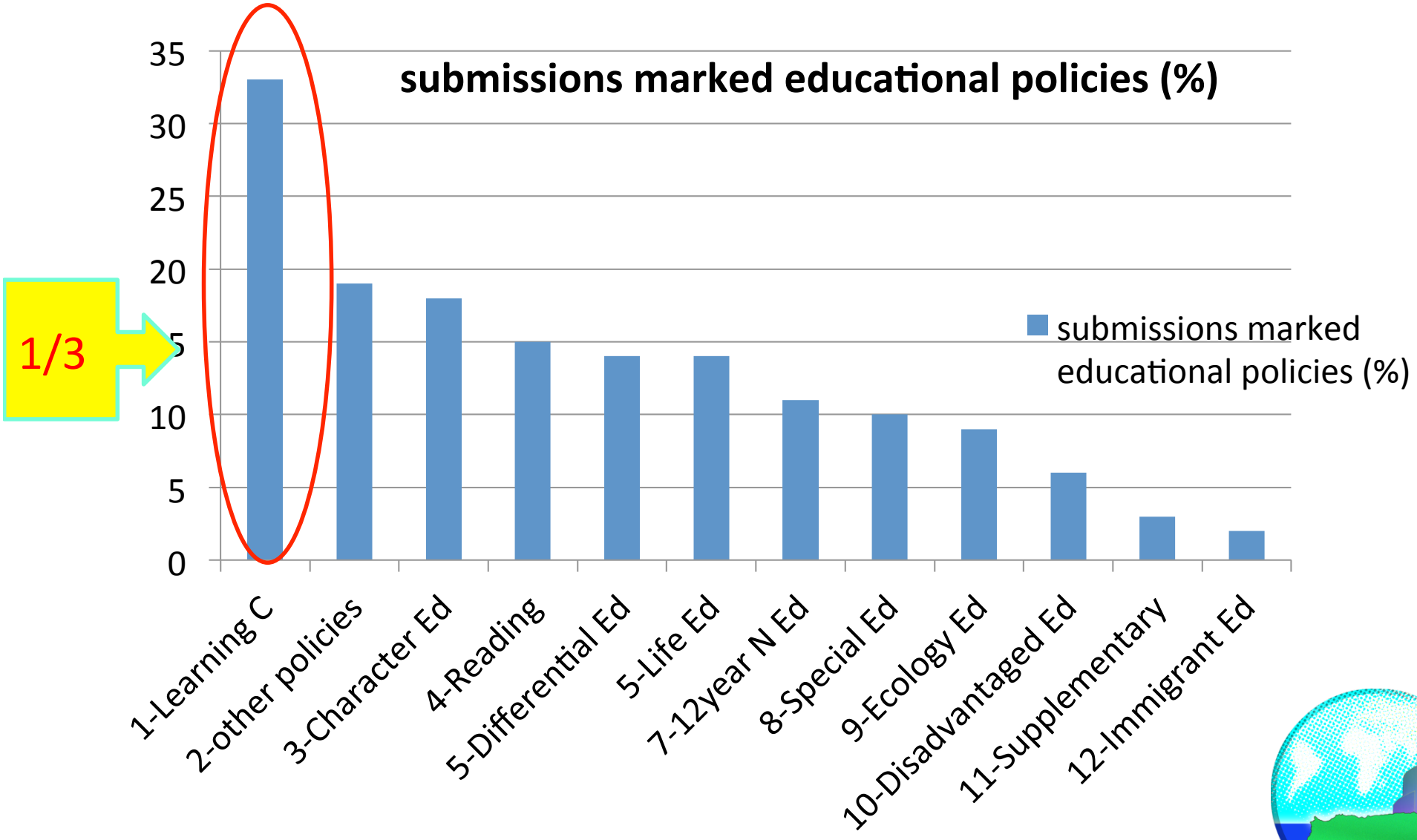
臺北市第 14 屆中小學及幼兒園教育專業創新與行動研究徵件活動

國小組徵件報名表

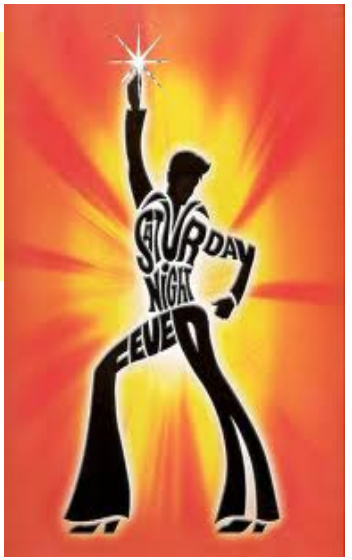
| | | | | | | |
|---|---|---|---|---|---|---|
| 報名學校 | | | 收件編號 | | （網路報名序號） | |
| 參加類別 | □行動研究論文發表類 □教育專業經驗分享類 | | □創新教學活動設計類 □教材教具實物展示類 | | | |
| 作品名稱 | | | | | | |
| 領域別 | □國語文 □英語文 □數學 □自然 □社會<br>□綜合 □藝文 □健體 □特教 □行政 | | | | | |
| 結合年度重要議題 | □12 年國教 □學習共同體 □深耕閱讀 □新移民子女教育 □生命教育 □生態教育<br>□品格教育 □差異化教學 □弱勢關懷 □攜手激勵補救教學 □特殊教育 □其他_____ | | | | | |
| 作者基本資料 | 第一作者 | 第二作者 | 第三作者 | 第四作者 | 第五作者 | 第六作者 |
| 姓名 | | | | | | |
| 服務學校 | | | | | | |
| 職稱 | | | | | | |
| 聯絡籍號碼 | | | | | | |
| 聯絡電話 | (O)<br>(H)<br>(行動) | (O)<br>(H)<br>(行動) | | | | |
| e-mail | | | | | | |
| 傳真號碼 | | | | | | |
| 切結事項 | 1.本人保證所列作者均符<br>2.本人保證著作無違反研<br>3.本人已熟知投稿須知及<br>處。<br>4.本人保證著作非為學位<br>**具結人簽名：**_____ | | | | | |
| 備註 | 1.請詳閱各組實施計畫及投稿須知。<br>2.將①徵件形式審查表（如附件四）、②報名表(本表)、③作者順序同意書（如附件三）、④作品紙本 1 式 3 份、⑤稿件電子檔光碟 1 片(內含作品之 WORD 電子檔及 PDF 電子檔各一，如該作品有影音檔，可連同影音檔在內)、⑥收據(附件五)，依順序排列，於送件期間內以專人送達各組承辦學校。<br>3.切結事項未簽具者一律**視同未完成報名程序，責任由作者自負。**<br>4.**各校繳交稿件務必以「件」為單位完整繳交。** | | | | | |

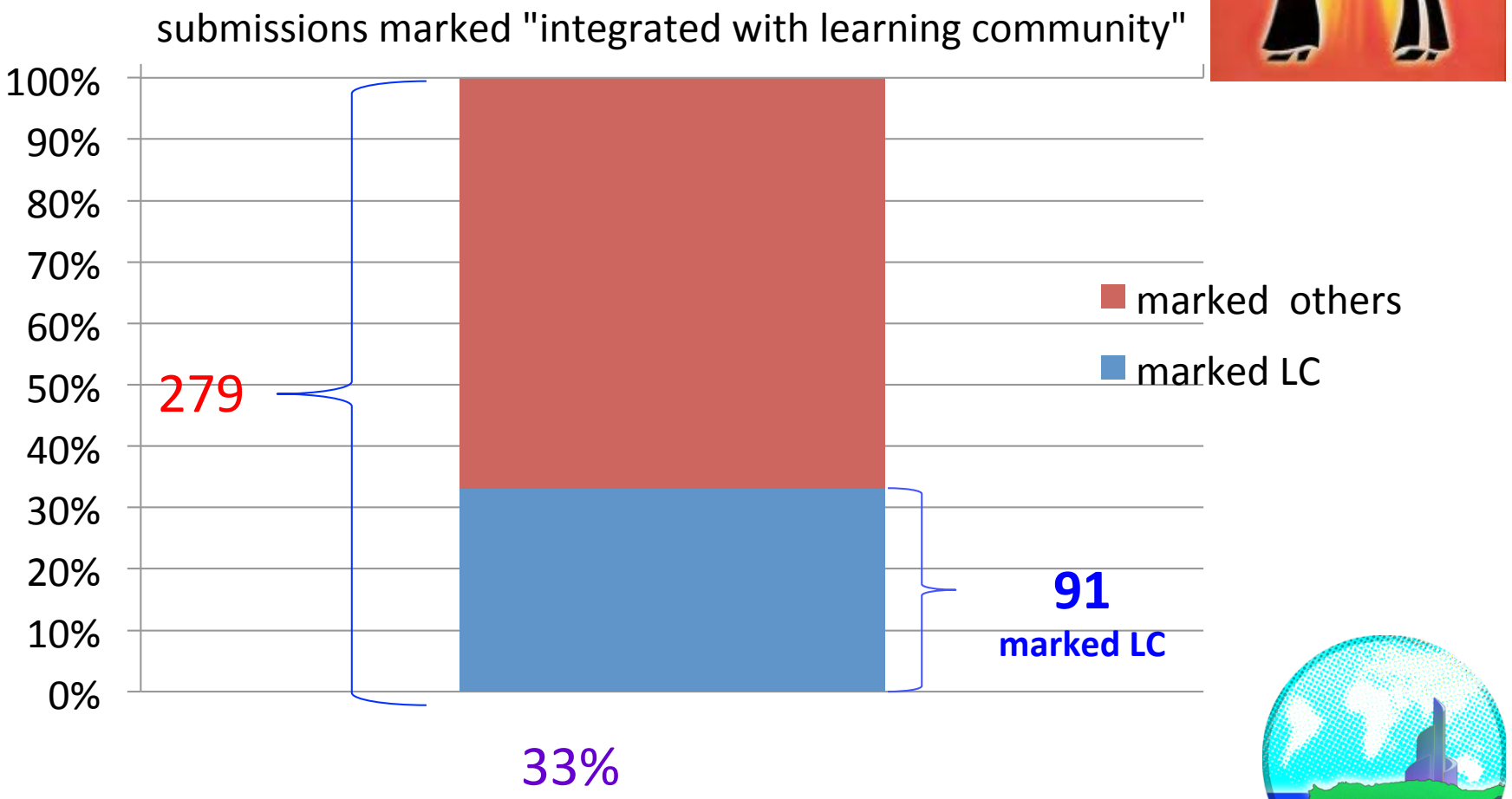
On the registration form, each submission is required to check, if any important policies are combined!

# **91 of 279 (33%)** submissions in total were marked "integrated with learning community"(学习共同体)

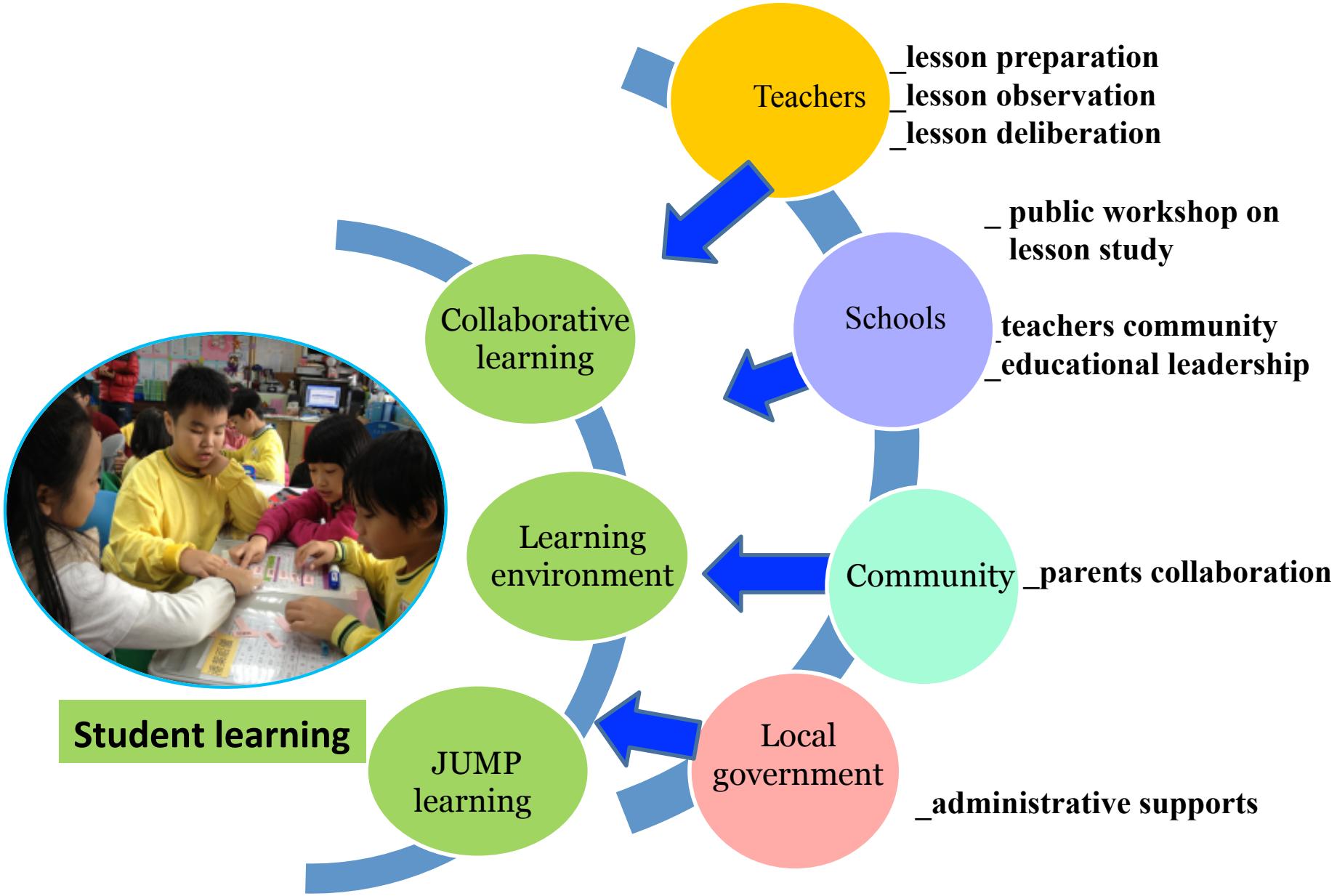


# It is LC Fever!!



# Conceptual Framework of Learning Community for the Content Analysis on the 91 Submissions



Main findings

## Table 2 Results of the Content Analysis on the 91 Submissions Marked "Integrated with Learning Community"

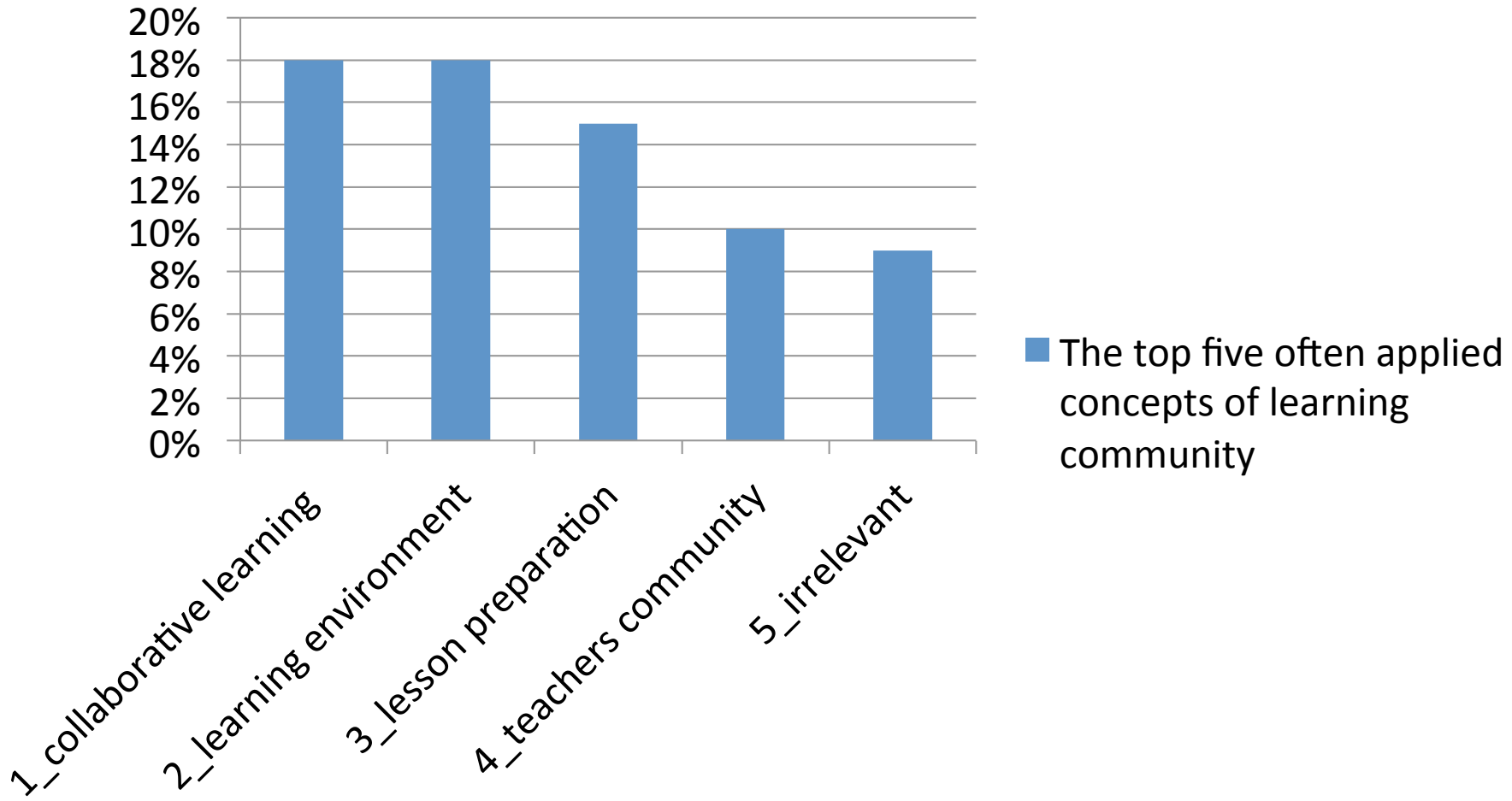
| Level | the concepts of learning community | f | % | ranking | misconcep -tions* |
|---|---|---|---|---|---|
| Student | Collaborative learning | 29 | 18 | 1 | 30 |
| | Learning environment | 29 | 18 | 1 | 7 |
| | Jump learning | 7 | 4 | | |
| Teacher | lesson preparation | 24 | 15 | 3 | |
| | lesson observation | 13 | 8 | | |
| | lesson deliberation | 10 | 6 | | |
| School | Lesson Study Public workshop | 5 | 3 | | |
| | Teachers community | 16 | 10 | 4 | 4 |
| | Educational leadership | 7 | 4 | | |
| Community | Parents collaboration | 8 | 5 | | |
| Irrelevant to Learning Community | | 14 | 9 | 5 | |
| total | | 162 | 100 | | 41 |

Through content analysis of those 91 submissions, 41 frequencies of misconceptions of "learning community" (学习共同体)are revealed, **which means some authors used to interpret the meaning of "learning community" subjectively. They thought they were implementing "learning community"** (学习共同体), **but in fact they were not.**

**Main findings 1**

# Results of the Content Analysis:

## The Top Five Often Applied Concepts of Learning Community



**Main findings 2**

# What are the **Misconceptions?**

Teachers are used to interpreting the meanings of learning community in terms of their previous experiences .

**Learning community**

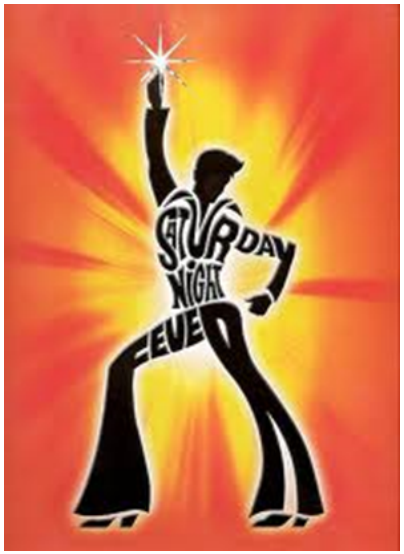
= grouping teaching
= grouping report
= team discussion
= group presentation
= peer marking
= grouping seat
= group competition

**Collaborative teaching / collegiality**

=teachers community
=joint lesson preparation
=teaching demonstration
=peer supervision
=guidance system for teaching

# Main findings 3

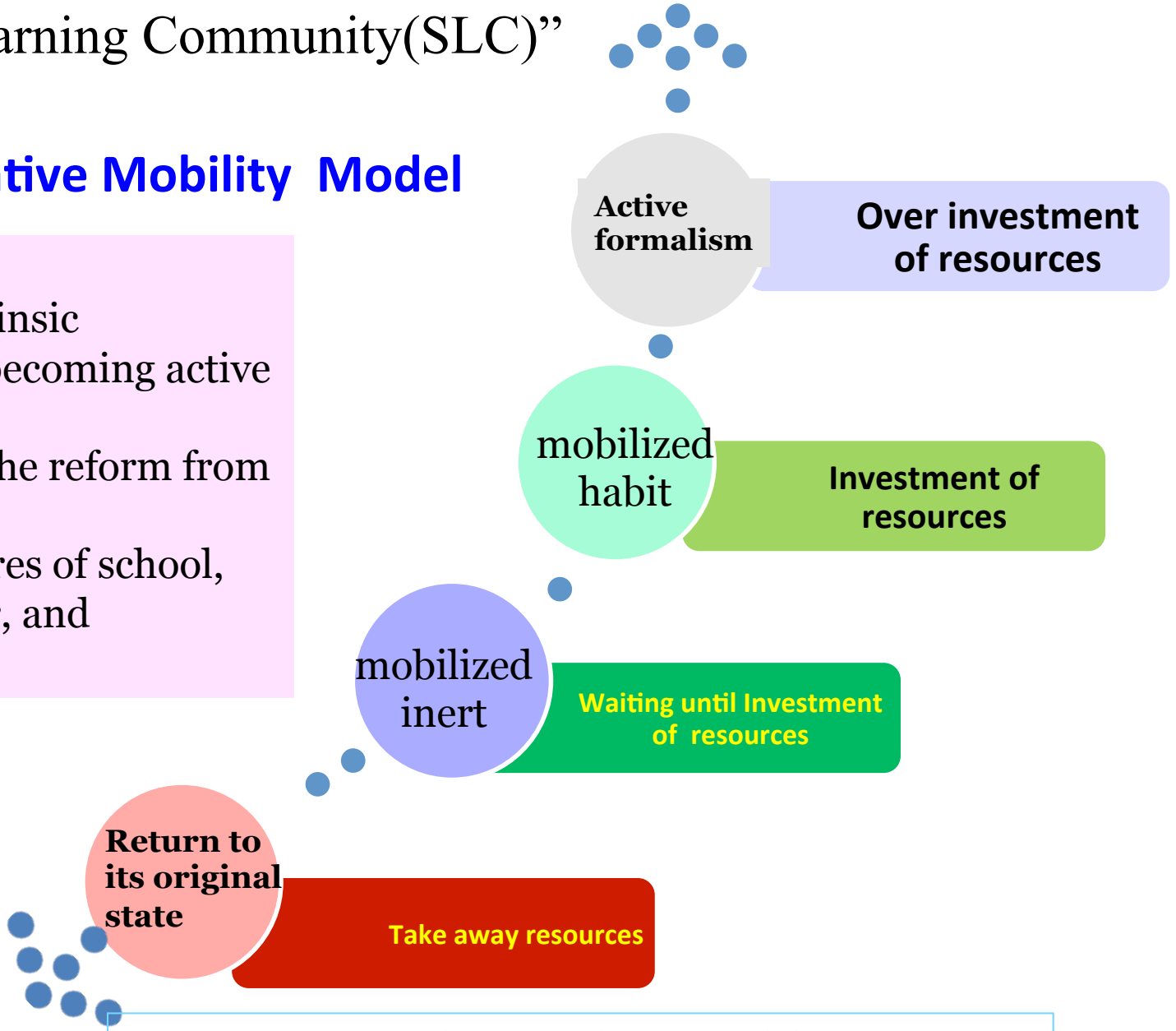
Up to 9% of the submissions were totally irrelevant to "learning community" (学习共同体), but the authors still marked positively, this shows an anxiety of being in "fashion" in educational reform trends.



# The 5 Models of Inducing Taiwan's Schools to "School as Learning Community(SLC)"

## (Ⅰ) Administrative Mobility Model

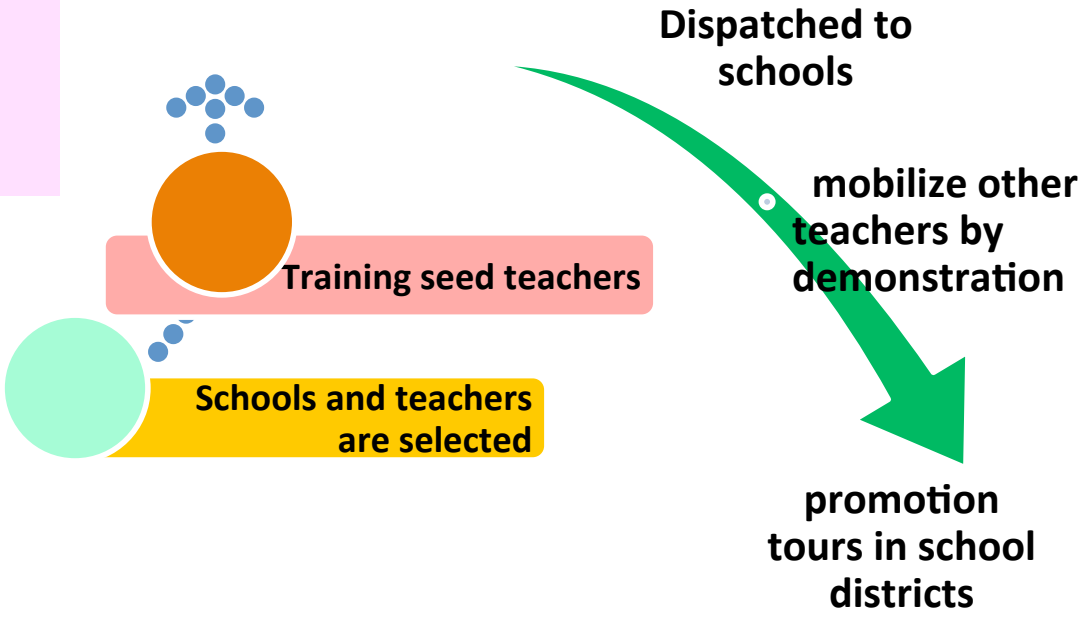
*Top down mobility .
*Do not stimulate intrinsic motivation: Agents becoming active formalism.
* Agents responds to the reform from "habit" to "inert".
*Do not adapt structures of school, such as work, power, and communication.




Graph I Administrative Mobility Model

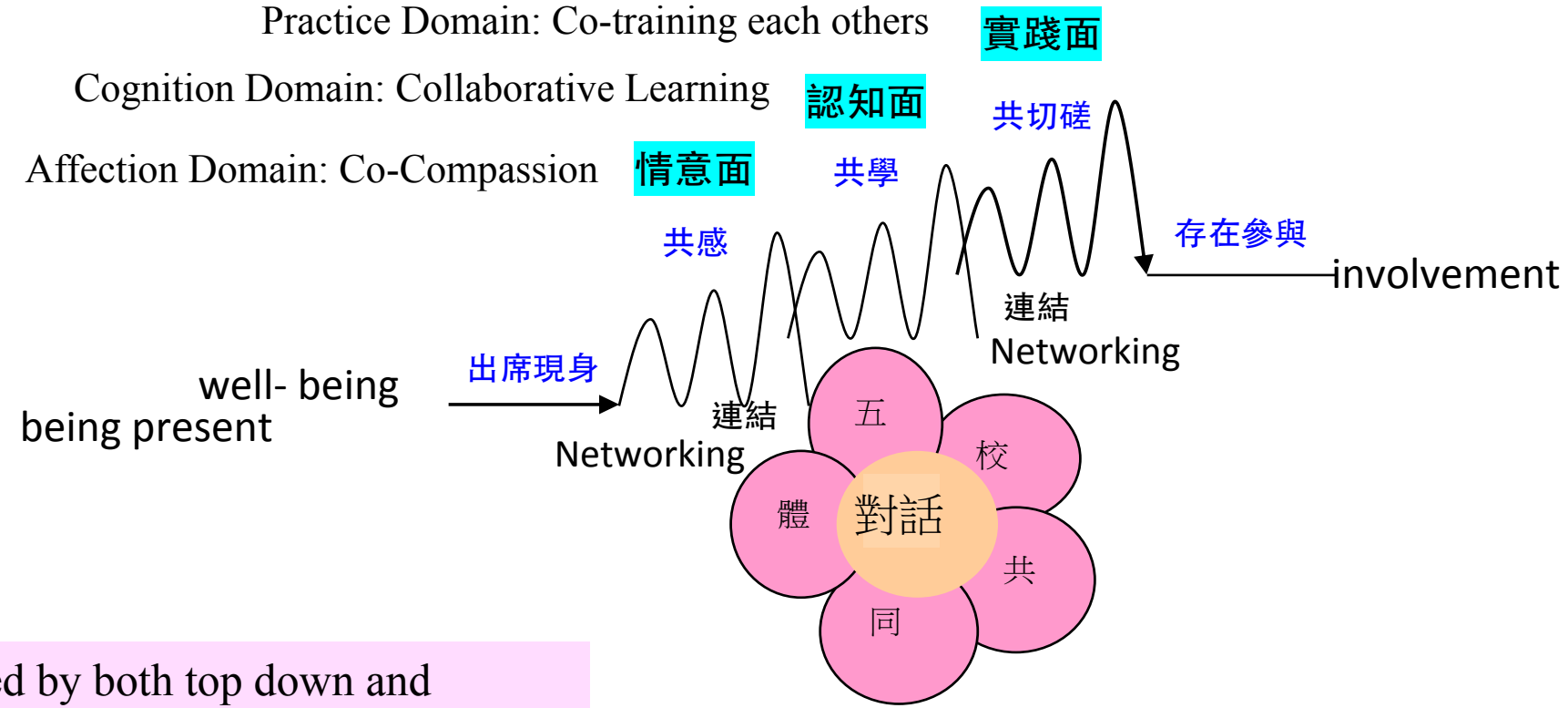
## (Ⅱ) Sowing and Spreading Model

* Top-down Mobility
* The right schools and seed teachers are selected for intensive training.
  Seed teachers are dispatched to school districts to promote the ideas of reform.
* Seed teachers are often caught highbrow.
* The other teachers often feel mission impossible.



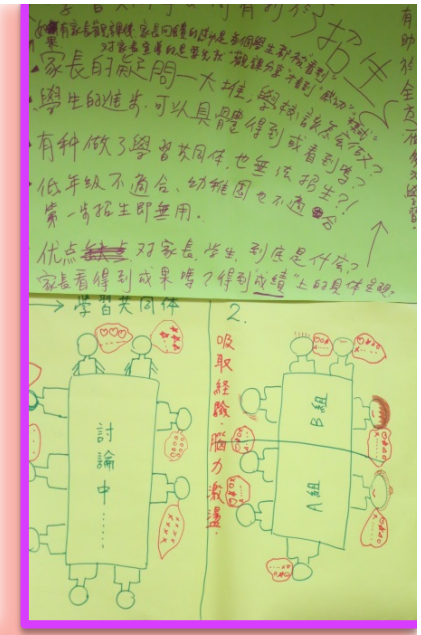

**Graph2**
**Sowing and Spreading Model**

## (Ⅲ) Fostering Cultural Style Model / Construction of Pilot Schools Model




Graph 3 **Fostering Cultural Style Model**

* Mobilized by both top down and bottom up
* **Construct Pilot Schools**
* Promote SLC through Learning Community.
* **Require enough time to shape the culture of learning community.**

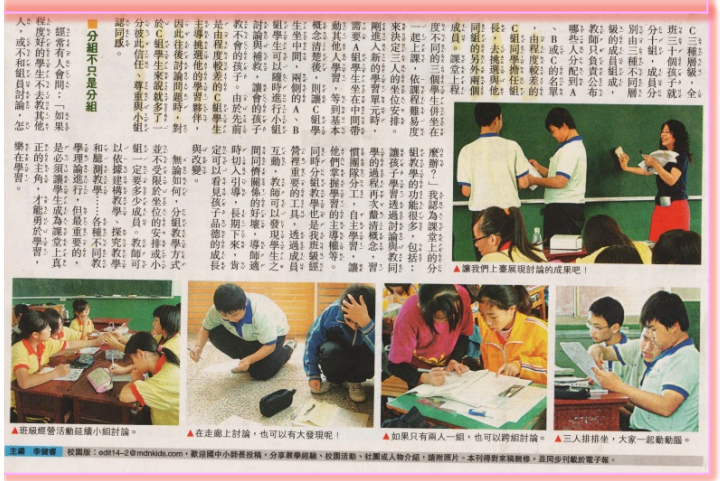


The 5 pilot schools as a professional Learning community

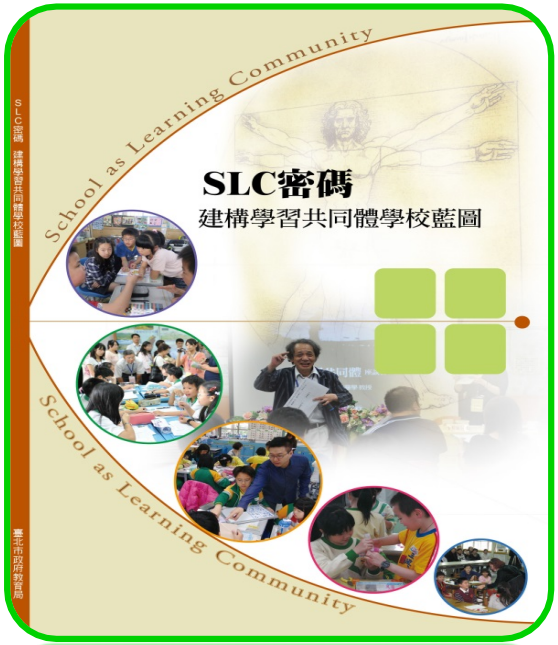
We have done a lot of work together

**Presenting a series of papers in an international conference.**

**Publish a series of articles in newspaper.**



**Co-authoring a SLC book**




**Share landscapes of LC classroom in newspaper**

The 5 pilot schools as a professional Learning community

# (Ⅳ) Online Platform for Collaboration Model
# ( NLC Model )

## Online platform collaboration

## Regular face-to-face Forum

臺北市學習共同體研究會https://www.facebook.com/groups/210335529095572/
臺北市國小學習共同體https://www.facebook.com/groups/503646202979895/
台灣學習共同體研究會http://lstudy.ssps.ntpc.edu.tw/

/groups/210335529095572/
臺北市學習共同體研究...
Voice of America - Learn...
Facebook
Oxford 的中文翻譯 英漢...
淡江大學 課程與教學研究所
網頁快訊圖庫
搜尋人、地點和事物
Lee Chen
尋找朋友
首頁
臺北市學習共同體研究會
成員
活動
相片
檔案
通知
建立社團
撰寫貼文
新增相片 / 影片
提問題
新增檔案
留個言吧……
鐘文傑
從立體圖形學習問題解決
關於
871 位成員
私密社團
臺北市國中社會領域輔導小組夥伴
871 位成員 · 以電子郵件邀請
加成員到社團
建議的社團
查看全部社團
翻滾吧!教室
Scroair Yang 和其他 3 位朋友都加入了
加入社團
均一教育平台討論區
萧福生和其他 2 位朋友都加入了
加入社團
學習共同體筆記本
聊天室(4)
下午 04:32
2014/2/13

## (Ⅴ) Research Initiating Model

For examples,

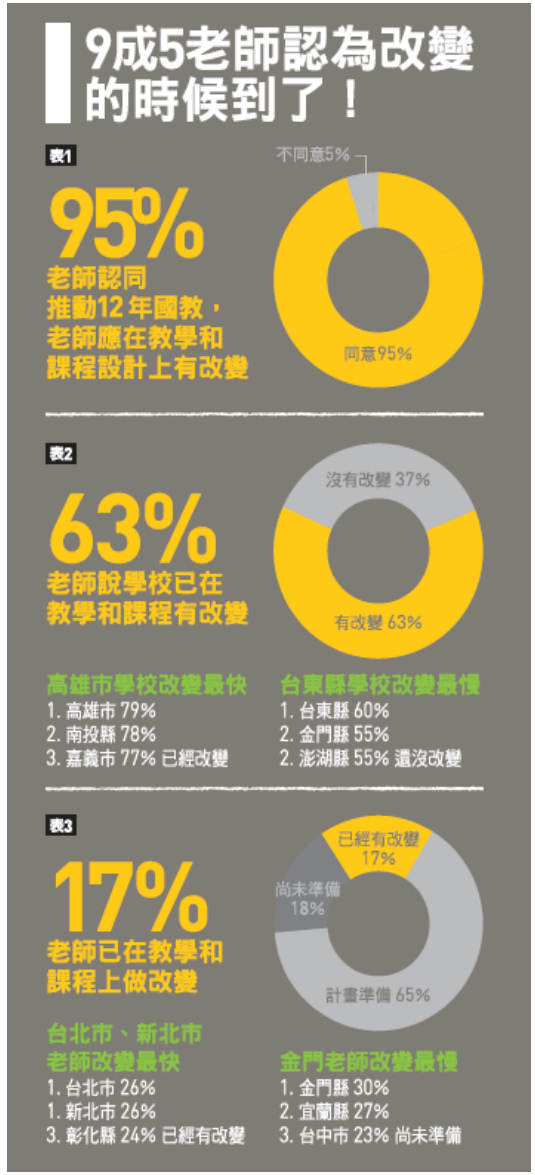
Two NSC research projects:

1. Pan (2012-2015). Leadership for Learning: Best Practices and Empirical Analysis.
2. Chen (2013-2015). The Systematic Development of Learning Community: From School Based Mode to Network Mode.

# The 7 Main Strategies of Inducing Taiwan's Schools to "School as Learning Community (SLC) "

## (Ⅰ) Marketing Strategies of Publishing Houses

- Three Sato's books were published in 1.5 year.
- Famous stake-holders were invited to promote the books, such as heads of 22 local Departments of Education, famous scholars and opinion leaders in parenting.
- Conducted surveys to inspire teachers the "must" change of teaching and curriculum design. (2012/06)
- Issued promotion films which circulate nation-wide .



# (Ⅱ) Study Groups, Book Clubs

- Eg.1 As guide books for fieldtrips to Japan
- Eg.2 Theme books for book club of School as Learning Community
- Eg.3 Theme books for K-12 Educational Reform
- Eg.4 Target books for the selection of expert teachers to visit Japan

Related problems:

Some schools have been staying in book clubs for a long time, without moving to practice it.

## (Ⅲ) Fieldtrips to Japan

- Estimated over 40 groups and up to 1000 teachers have visited Japanese Schools of SLC.

(I would say this is the fourth arrow that help Japanese GDP. Not only the Prime Minister, Professor Sato are the important contributor too.)

## (Ⅳ) Conferences and Workshops

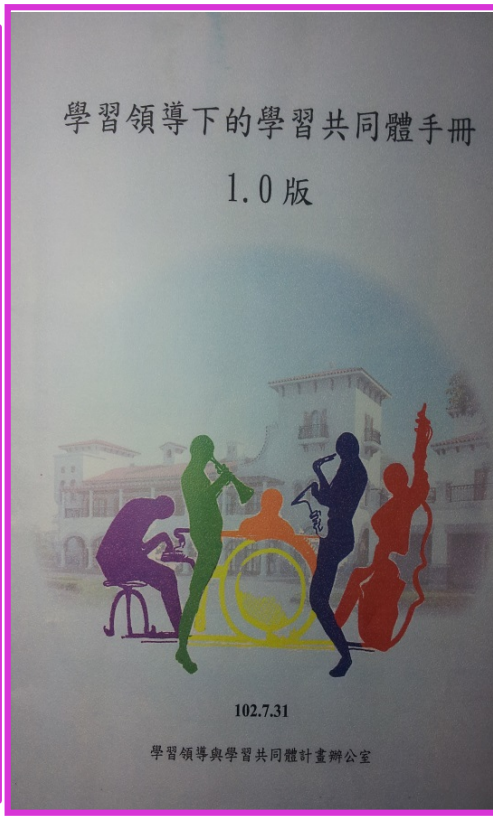
- Professor Sato has visited Taiwan for three times, each time he stayed for 3, 4 and 5 days respectively. He visited several local Departments of Education. The conference rooms are crowded with participants.
- Universities and local Department of Education have hold several international conferences on “Leadership for Learning”, etc.

# (V) Handbook Publication

No SOP for School as Learning Community. But for initial adopters need some kind of handbooks:

1. *Handbook to Learning Community in term of leadership for Learning.*
2. *Learning Community : Initial Experience in Taiwan.*
3. *SLC Codes: Blueprint for Constructing School as Learning Community.*

•http://blog.blsh.tp.edu.tw/lifetype/gallery/339/339-12399.pdf




•**Related Problems:** Limited by rigid patterns and procedures

# (Ⅵ) Public Workshops on Lesson Study

Various scales of public workshops on Lesson Study

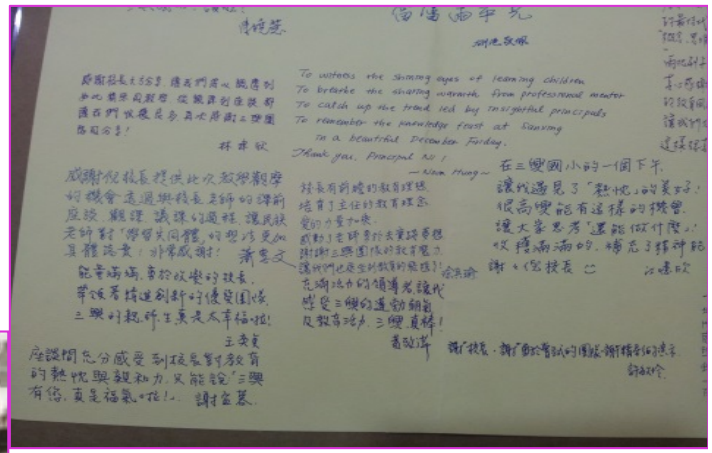
- **Teacher groupings**
- **School-wide workshop**
- **Open to the public workshop**

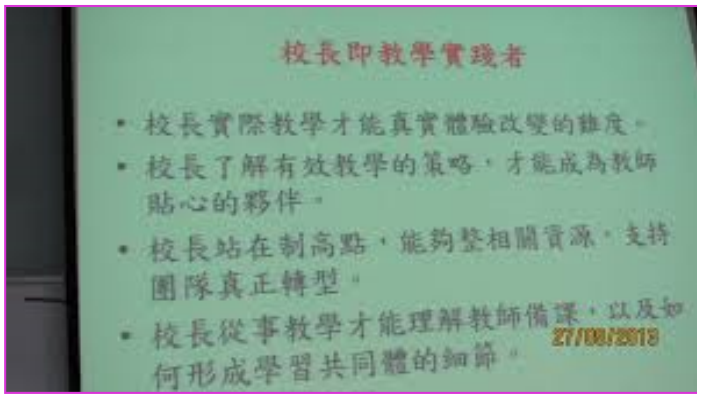
**Related Problems:**

- Some become traditional teaching demonstrations.
- Open to the public, but teachers of the sponsor schools are too busy with classes, so they cannot participate in.
- Need to nurture teachers' ethics on lesson study.

# (Ⅵ) Principals or Administrative Chiefs' Teaching Demonstrations

Related problem: **Principals or administrative chiefs' teaching demonstrations are for promotion in the initial stage, like teaching shows. Their main role should support classroom teachers to cultivate the culture of collaborative learning.**





# (Ⅶ) Sharing Platforms for Lesson Study /Case Study

- Open a practice forum on LC in a TSSCI Journal
- Publish special issue on LC in a local journal

- Open a column in a nation-wide educational newspaper for children and educators.

# 6 Reflective Points from Local Practices

to be suggested as directions and basis for future innovation.

- **1.** Reform to be initiated: Shifting from outsiders to schools' self-motivating.

- **2.** Giving voices to the roots: Shifting from academic scholars, administrative leaders to field practitioners.

# 6 Reflective Points from Local Practices

- **3. Broadening the horizon**: Shifting from some classes to a school-wide paradigm.

- **4. "What" to be reformed**: Focusing equally on visions, philosophy, activity systems and methods.

# 6 Reflective Points from Local Practices

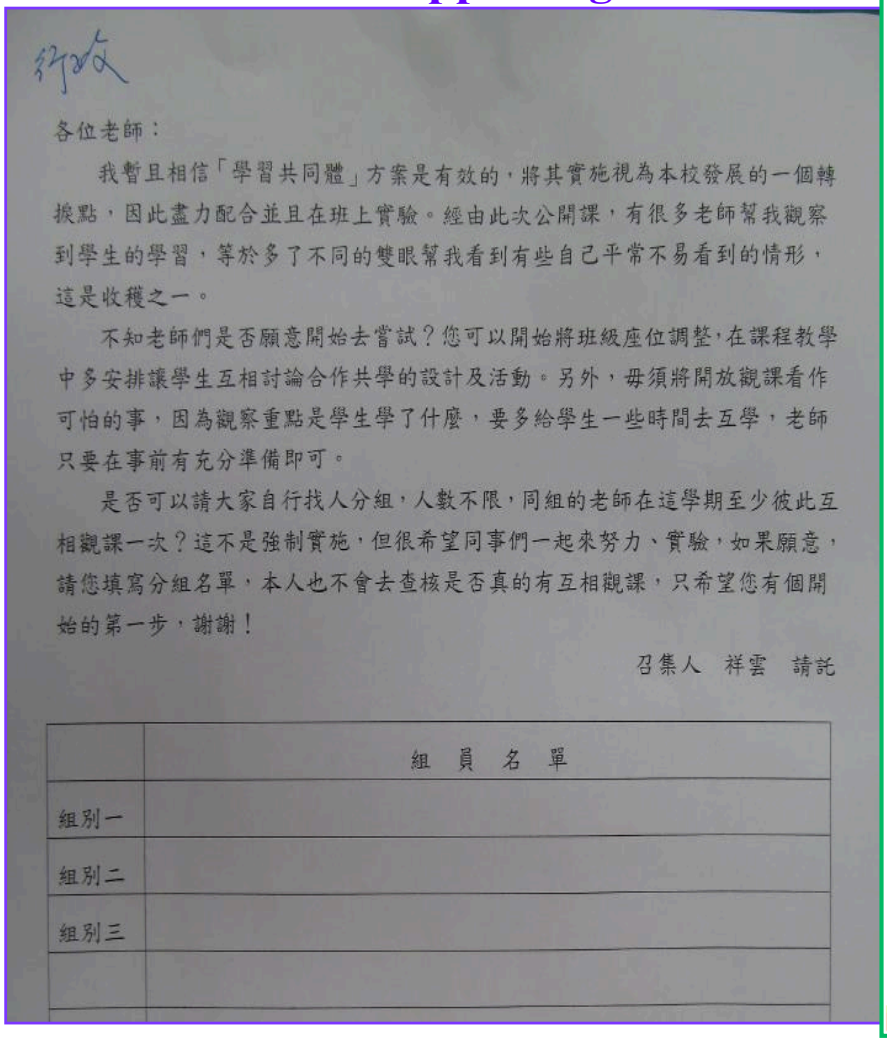
- **5. Inquiry perspectives**: Shifting from educational leadership to lesson study.

  (C, I & Learning；PCK)

- **6. Lesson study approaches**: Shifting from science research model to thick case narratives.

Case Study

- **After a public workshop, the President of School Teachers Union in Sun-Shin Elementary school wrote an open letter to all the teachers for supporting SLC.**



行政

各位老師：

我暫且相信「學習共同體」方案是有效的，將其實施視為本校發展的一個轉捩點，因此盡力配合並且在班上實驗。經由此次公開課，有很多老師幫我觀察到學生的學習，等於多了不同的雙眼幫我看到有些自己平常不易看到的情形，這是收穫之一。

不知老師們是否願意開始去嘗試？您可以開始將班級座位調整，在課程教學中多安排讓學生互相討論合作共學的設計及活動。另外，毋須將開放觀課看作可怕的事，因為觀察重點是學生學了什麼，要多給學生一些時間去互學，老師只要在事前有充分準備即可。

是否可以請大家自行找人分組，人數不限，同組的老師在這學期至少彼此互相觀課一次？這不是強制實施，但很希望同事們一起來努力、實驗，如果願意，請您填寫分組名單，本人也不會去查核是否真的有互相觀課，只希望您有個開始的第一步，謝謝！

召集人　祥雲　請託

| | 組員名單 |
|---|---|
| 組別一 | |
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13教育　國語日報　中華民國102年12月5日／星期四

教學真善美

# 安全氣氛 增強學習動機

教學案例故事

## 破繭而出的小方

文／陳祥雲、游秀靜（臺北市三興國小教師）

五年級的小方（化名）矮小瘦弱又膽怯，上課一叫到他，就當場哭了起來；他也經常無法集中注意力，因而錯過重要訊息，無法按時交作業或忘了帶學用品；講了他之後，免不了又掉眼淚，學習成效不彰已是預料中的事。同學對他愛哭又沉默的態度也視而不見，進行討論時，小方宛如客人般的無法融入。

今年，將「學習共同體」的理念導入教學以後，給學生更多時間和空間說出自己的想法、互相對話、引導同學勇敢表達意見、聆聽同學的意見、協助同學釐清觀念。實施一段時間後，小方開始能傾聽、專心、參與，有時也會發言，即使說得不全或不夠好，組員依然聽他說，並且給予一些回饋。漸漸的，他不再哭泣，上課時偶爾也會舉手表達；作業如有問題會去請教同學，甚至會到我面前說出自己的疑問或困難。考試時，他能寫的部分增加，進度也慢慢趕上來了，看得出來，他是真的進步了。

本班進行公開觀課當天，我以「我的學校生活」為題，指導學生寫作。小方因為忘了帶前一天應該先完成的預習單，所以一開始很畏縮，不敢參與，頭都低低的。我走過去提醒他要參與討論，小哲也關心的問小方：「你聽到了什麼？」「你寫了沒？」

小方體會到我的提醒及同組同學給予關懷的安全氣氛後，開始專心聽，並且主動詢問：「你們現在講到哪裡？」「我剛剛沒聽到的是什麼？」並把討論的情形記錄在紙上，甚至舉手要回答我的提問。

看見小方主動舉手，我驚喜萬分，就大膽的給他機會。在他答對的那一瞬間，我內心的喜悅與激動難以言喻。

「小方，你不再是教室裡的客人，透過協同學習，相信你一定會有更長足的進步。」我心裡這麼想。

圖／林芷蔚

課堂風景賞析

## 掙脫厚繭 聯繫世界

文／佐藤學（日本．學習院大學教授）　譯／黃郁倫

當孩子被孤立，不可能有所發展或學習。妨礙小方的學習及發展的，便是隔絕小方與同學間聯繫的「厚繭」。透過與同學的互相學習，「厚繭」逐漸消失，小方的學習始能開展，更進一步翻新了小方與世界的聯繫。

守護小方的陳老師能發現教室中如此細微的故事，他溫柔細膩的眼光與姿態，更為小小的故事增添深刻的意義。「學習共同體」創造出無數的教室溫馨畫面，也就是滿溢著人與人之間溫暖的關照與聯繫。

## 改變教學 信任學生

文／陳麗華（淡江大學課程與教學研究所所長）

導入學習共同體後，最震撼人心的是信任的氛圍。故事中，陳老師的信任讓人動容。公開觀課難免有壓力，但陳老師相信小方，放膽給他機會；小方也答對了，老師無比開心。如果小方答錯了，陳老師應該也不會後悔，因為他的教學哲學已改變，他真正相信學生的主體性了。這是教師導入學習共同體最難克服的部分，就是放下控制欲及主導權。相信只要給學生機會，他一定能夠主動學習與進步。

## 主動關懷 激發學習

文／張益仁（退休校長）

學習成就低落的小朋友，通常對自己沒信心，上課不敢發問，怕同學笑，怕老師不喜歡，久而久之，膽怯、畏縮、沉默就成了這些小朋友的代名詞；更有甚者，可能出現反社會行為，上課愛唱反調，製造怪聲音，和同學發生衝突等。給孩子「信心」和「機會」，是扭轉他們人生的途徑。

陳老師改變教學方式，讓全班在關懷安全的氣氛下學習，也樂於給小方表現的機會，不僅讓小方產生主動學習的意願，也對自己有信心，勇敢的在眾人注視下舉手表達意見，這是小方的突破，也是陳老師的成功。

徵求教學故事　誠摯徵求教師提供真實的教學故事，稿酬從優。每則約六百字，主題聚焦在校園生活中師生學習或成長經驗。來稿請寄本版投稿信箱。

主編　郭曉諭　教育版　週四、週日　國民教育　來稿國民教育版請寄edit13-4@mdnkids.com。本刊得刪修，並刊載於電子報。投稿三週內若未通知，請自行處理。

Case Study

# 你的學校要導入學習共同體？
# 讓自己成為那個你想要看到的改變

## Be the change you want to see

Elementary school principal, Dr. Cheng who has demonstrated collaborative learning in almost every class in his school…

A music teacher who is very active in the teacher union, challenged him : Can you teach music by collaborative learning ?

He stepped in her classroom and practiced it…

Now one-third of the classes have induced LC in his school. And the school holds a public workshop on Lesson Study weekly since this semester.

## Thank you for listening !