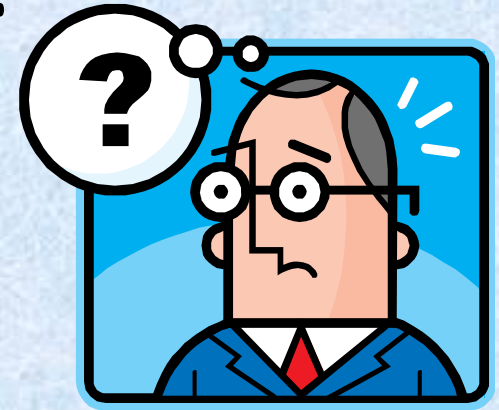


The Role of Vision In Creating Learning Community

The 1st International Conference
for the School as Learning Community
March 8-10, 2014

Yoshiko, KITADA
Saitama University

Vision is important, but tricky.



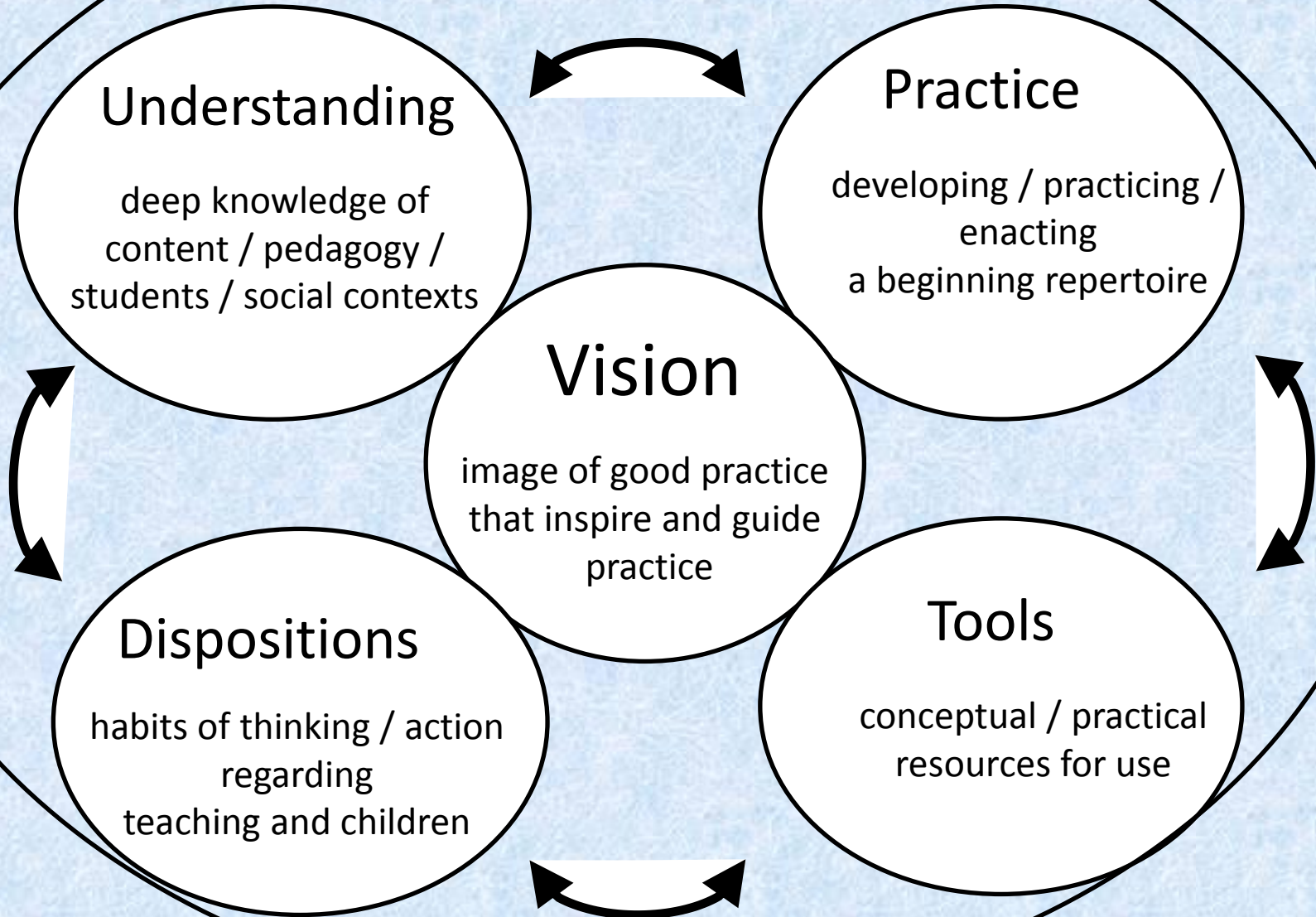
◆ Vision is “invisible”.

→ **How to visualize Vision?**

◆ Vision is “unteachable”.

→ **How can Vision be developed ?**

Learning Community



Mr. Watanabe

(a junior high school science teacher with 36-year teaching experiences)



Motoyoshiwara Public Junior High School

- 18 teachers
- About 250 students
- Started LC from 2005
- Each teacher conducts a research lesson at least once a year
- All teachers observe a research lesson & conduct about 2-hour post-lesson discussion



Mr. Watanabe's Science Lesson in 2005
(The 1st year of School Reform as Learning Community)

Examine the characteristics of various materials

課題 身のまわりの物質を調べよう

物質名	burnable	release carbon dioxide	conduct electricity
砂糖			
食塩			
PET			
アルミニウム			
鉄			
ガラス			
紙			
ポリ塩化ビニル			
ポリレン			

sugar

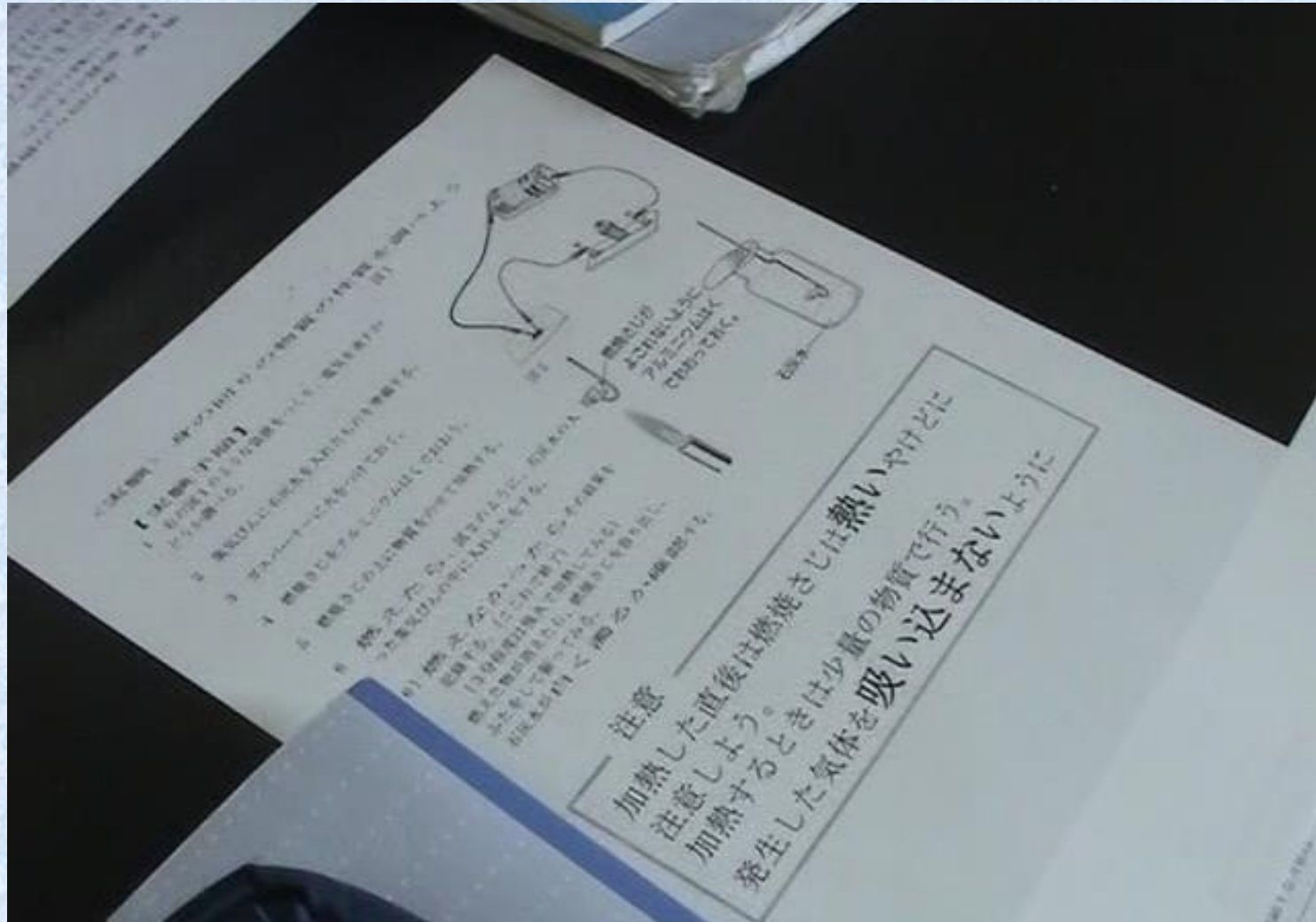
salt

iron

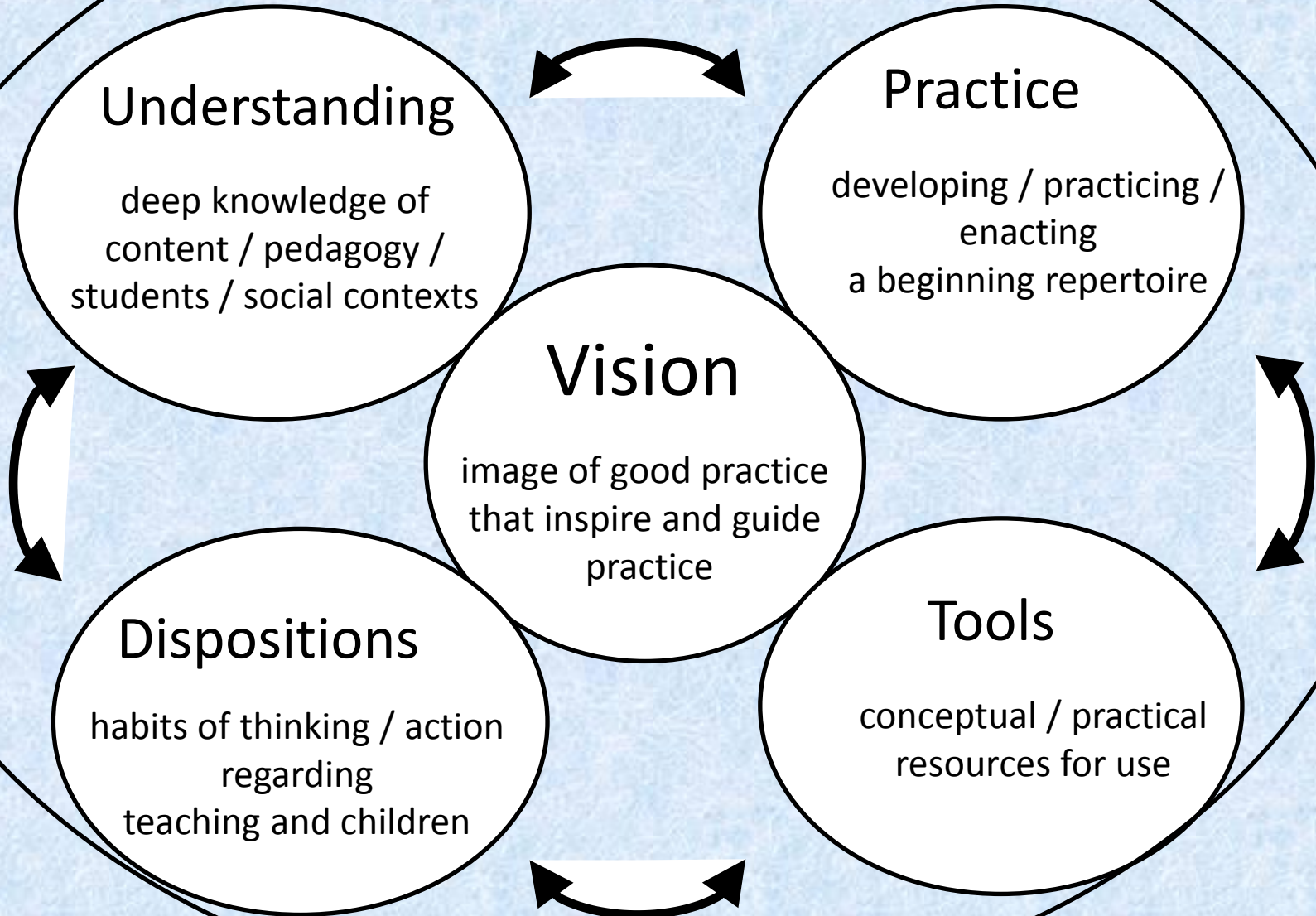
glass

paper

Mr. Watanabe passed out the handout showing all procedures of experiments and explained one by one.



Learning Community



Vision is “invisible”, but.....

- Vision can be inferred “to some extent” from the teacher’s comments during post-lesson discussion.

Vision is “unteachable”, but.....

- Process of vision development can be inferred from how the teacher’s comments change over years.

Mr. Watanabe's comment from post-lesson discussion in Apr. 2005 (the 1st year)

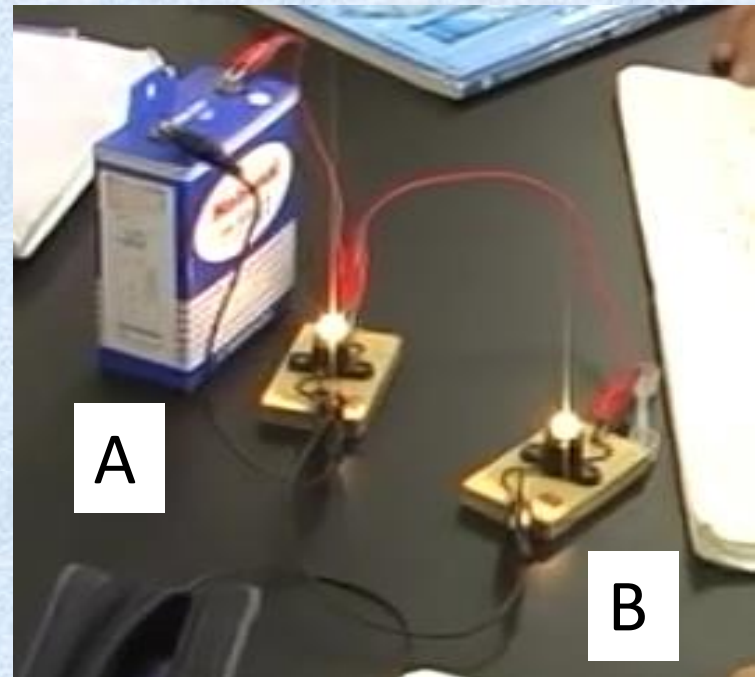
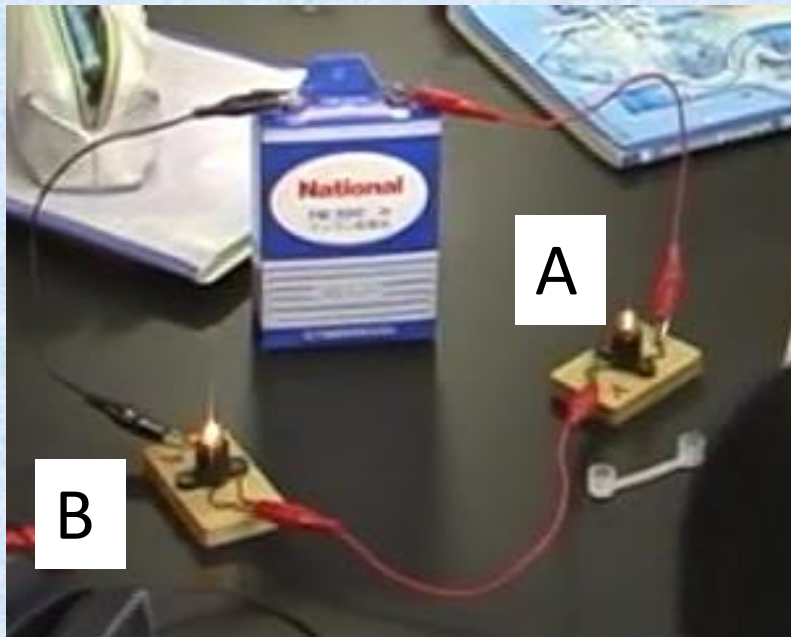
In my science lesson, I don't allow the students to go ask other groups for advice. I make them stay within the group and struggle by themselves. If they have a question, they have to ask me, a teacher, not other students.

The principal, Mr. Inaba's reaction to Mr. Watanabe's comment.

We tend to force students to work and think by themselves, saying "Do it by yourself" or "Work alone". We have to reconsider what's the point of forcing them to do so. I would say that's a very outdated way.

Mr. Watanabe's Science Lesson in 2008
(The 4th year of School Reform as Learning Community)

In the case of series connection / parallel connection,
which miniature bulb is brighter, A or B? And why?



What promoted
the development of
Mr. Watanabe's Vision?

Mr. Watanabe's comment from post-lesson discussion in Apr. 2007 (the 3rd year)

Mr. Watanabe started giving detailed comments on how students were doing during group work.



**In the research lesson (math),
Mr. Watanabe's attitude for
observation was really changed.**

Through observing how the students were experiencing this lesson, Mr. Watanabe started to realize.....

- students' enjoyment in group
- students' struggle in group
- the real purpose of implementing group
- teachers responsibility for each student

Mr. Watanabe's comment in post-lesson discussion in Dec. 2007 (the 3rd year)

Mr. Watanabe started giving comments on what is authentic learning in each subject area, including not only science, but also others (e.g. math, music, social studies.....)



All the colleagues' challenge to a creative lesson stimulated and encouraged Mr. Watanabe to try to do the similar challenge.

Acknowledging the colleague's challenge to authentic learning in his/her own subject area, Mr. Watanabe started to think about.....

- what activities and tools can be used for authentic science learning?
- what means “authentic learning” in science?

Thank you
so much!

