



Democratizing Schools as Learning Community in Asian Context

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Three Viewpoints for Educational Research

➤ **View of Bird's eye** = Micro level View

“Wide view by Boom shot” from sky

➤ **View of dragonfly's eye** = Meso level view

“Compound (multiple) eye” from above the ground

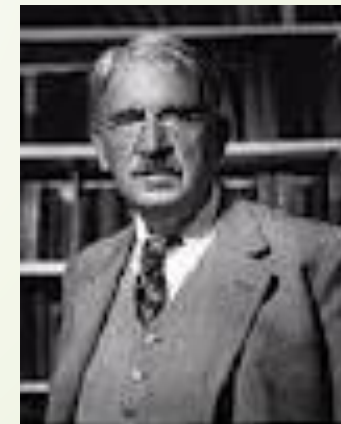
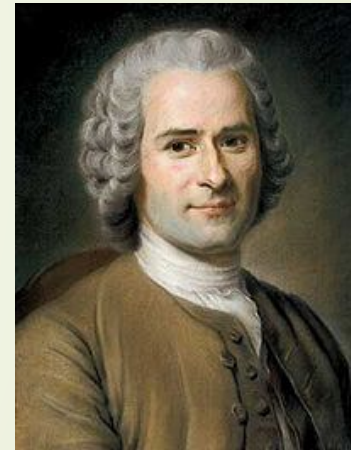
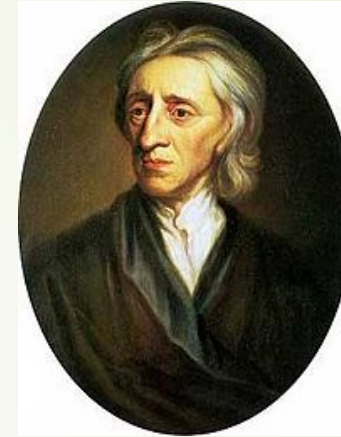
➤ **View of ant's eye** = Micro level View

“Close observation” on the ground

We need to integrate above three viewpoints in practical research. Today, I will show you three points of view in SLC approach concerning conception of democracy

Bird's Eye as owl in Minerva: Which Democracy SLC Deserves ?

- 1. Liberal democracy
(Plato, John Lock)
individualism
- 2. Liberalism: conservative democracy
atomism, individuation
- 3. Republic democracy
(Aristotle, Jan Jack Rousseau)
associationism
- 4. Social democracy or democratic socialism
(John Dewey)
community





Bureaucratization

Republic Democracy

Liberalism

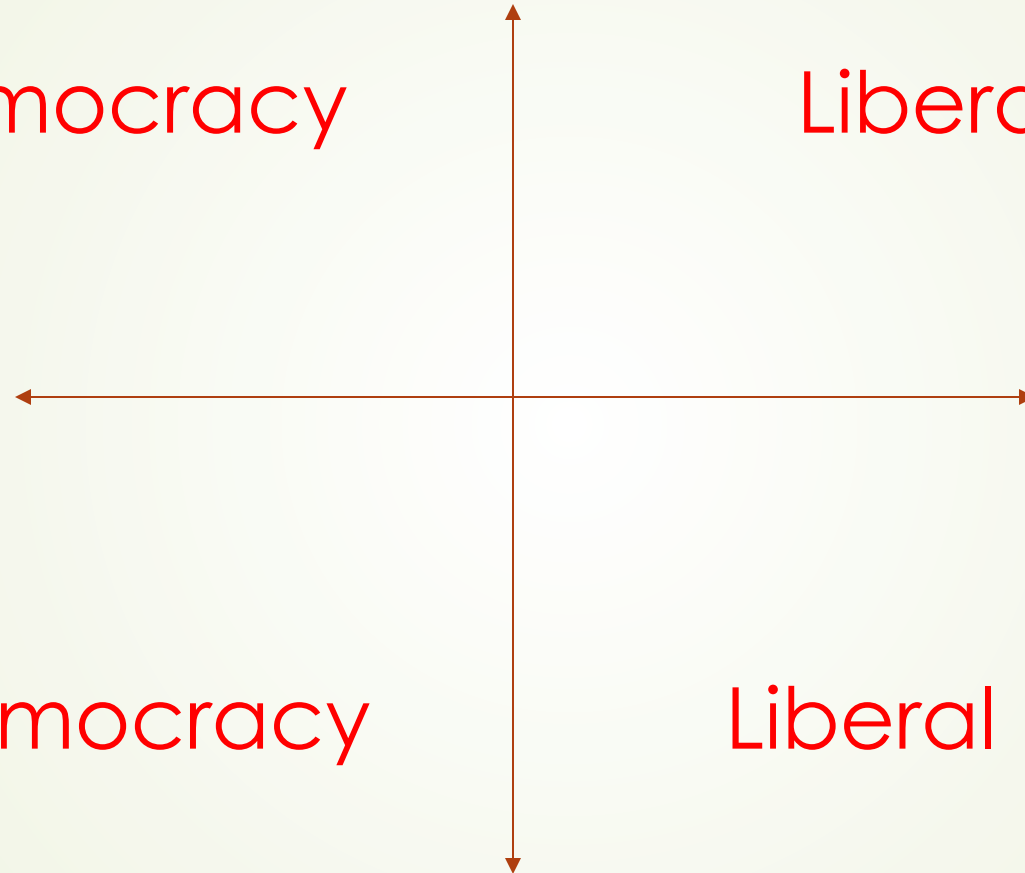
Socialism


Individualism

Social Democracy

Liberal Democracy

Democratization





Nation State

Republic Democracy

Liberalism

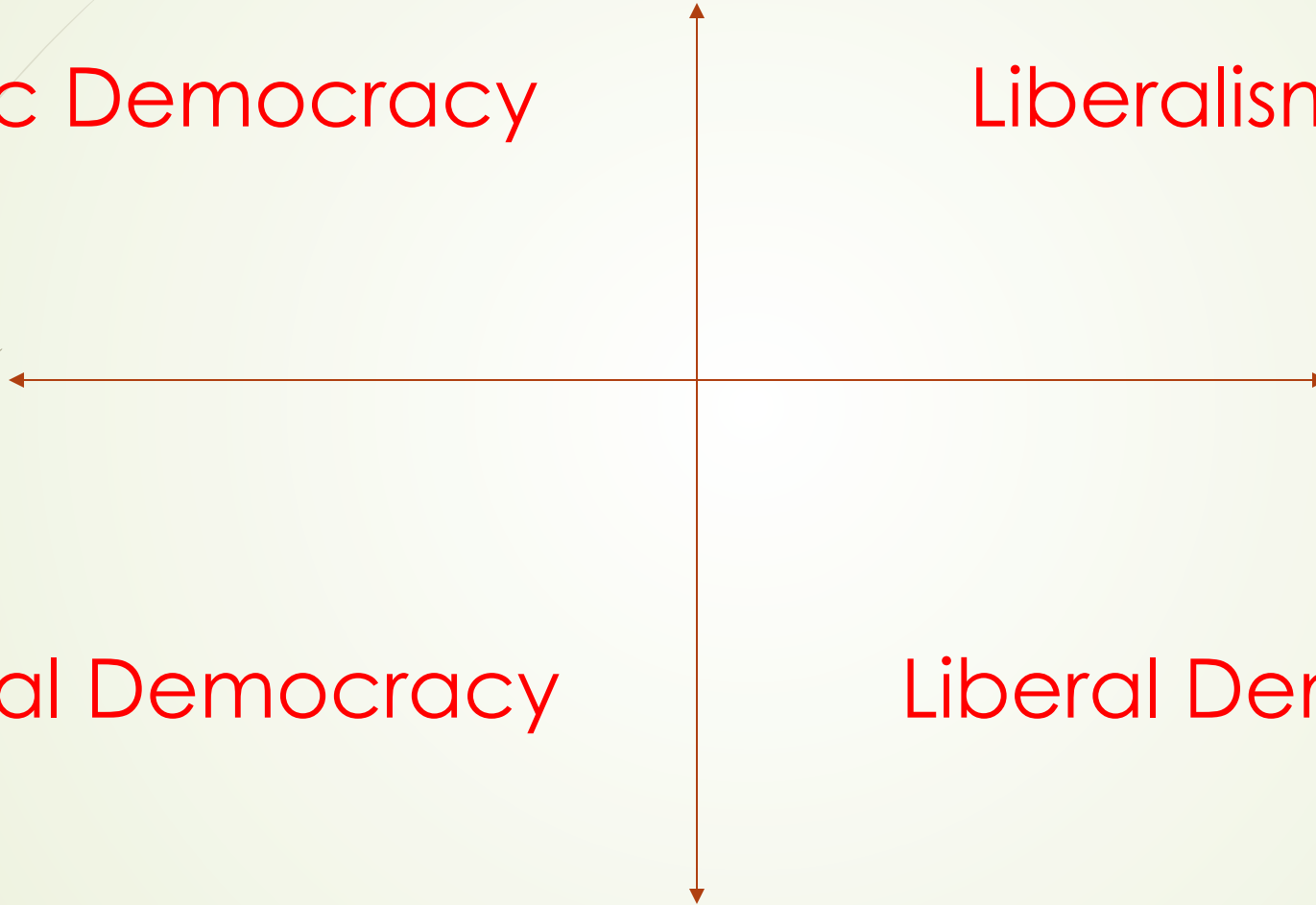
Public

Private

Social Democracy


Liberal Democracy

Civil Society



Democracy of School Culture in Asian Context

- Japan: Liberal democracy + Social democracy
- China: Republic democracy + Liberalism
- Korea: Liberal democracy + Liberalism
- Taiwan: Liberal democracy + Liberalism
- Indonesia: Republic democracy
- Vietnam: Republic democracy
- Thailand: Republic democracy
- Singapore: Liberal democracy + Liberalism
- UK: Liberal democracy + Social democracy



SLC has been developed through struggling against neo-liberal policies, in pursuit of social democracy.

Neoliberalism	SLC Approach
Privatization, Individuation	Collaboration, Community
Accountability	Responsibility
Effectiveness Evidence-based	Thoughtfulness and wisdom Research-based
Achievement	Trust
Freedom of Choice	Dignity of Individuals

Dragonfly's View: Democratic Features of SLC

- Dignity of each child and each teacher. Dignity of learning. (Learning community is respect community)
- Human right of pursuit of happiness. (Learning is jumping.)
- “Protagonists” (main actors) at school and classroom.
- No child alone. (No teacher alone, No parent alone.)
- Caring community. (School should be a “second home”.)
- Professional autonomy based on democratic “collegiality”. (Teacher is learning professional.)

Listening Relationship as Robust Foundation for Democracy. “Ear is participation” (Dewey)

Learning with Dialogic Communication

Listening
Relation

Caring
Relation

Democratic
Community



Dignity

Trust

SLC

Reciprocity

Community

Dignity of Learning



Trust



“Protagonists” in Learning



Reciprocity of Learning



No Child Alone. SLC is a caring community.
School should be a “Second Home”.



No Student
Alone.



Ant's view: Close observation

A landscape of a SLC classroom, Math lesson in the first grade. Who is the most critical child? Yes, her name is "Sora".





Spending 15 minutes of looking up around empty spaces, Sora suddenly asked to Kaori.

“What are you doing ?”

Kaori smiled and sincerely responded.

“Can you learn with me ?”

Amazing is that Kaori handed over her pencil to Sora at this moment.





Sora nodded.

“Oh yes, I will try all the four tasks.”

Sora challenged. “(in mind) Ok, ok. It is easy for me to solve them”



Then, she has completed.

But, Kaori was troubled. “(in mind) Oh, my God, All her answers are wrong. No way !”

“Aha! I was Confused.” “oh Yes, You were confused !” The two laughed together.





Kaori whispered to Sora.

“You are great to find out your mistakes.”

But, Sora thought. (in mind)” Do Not disturb me !”

Thus, Sora has resolved the problems.

This joyful photo scene repeated four times.

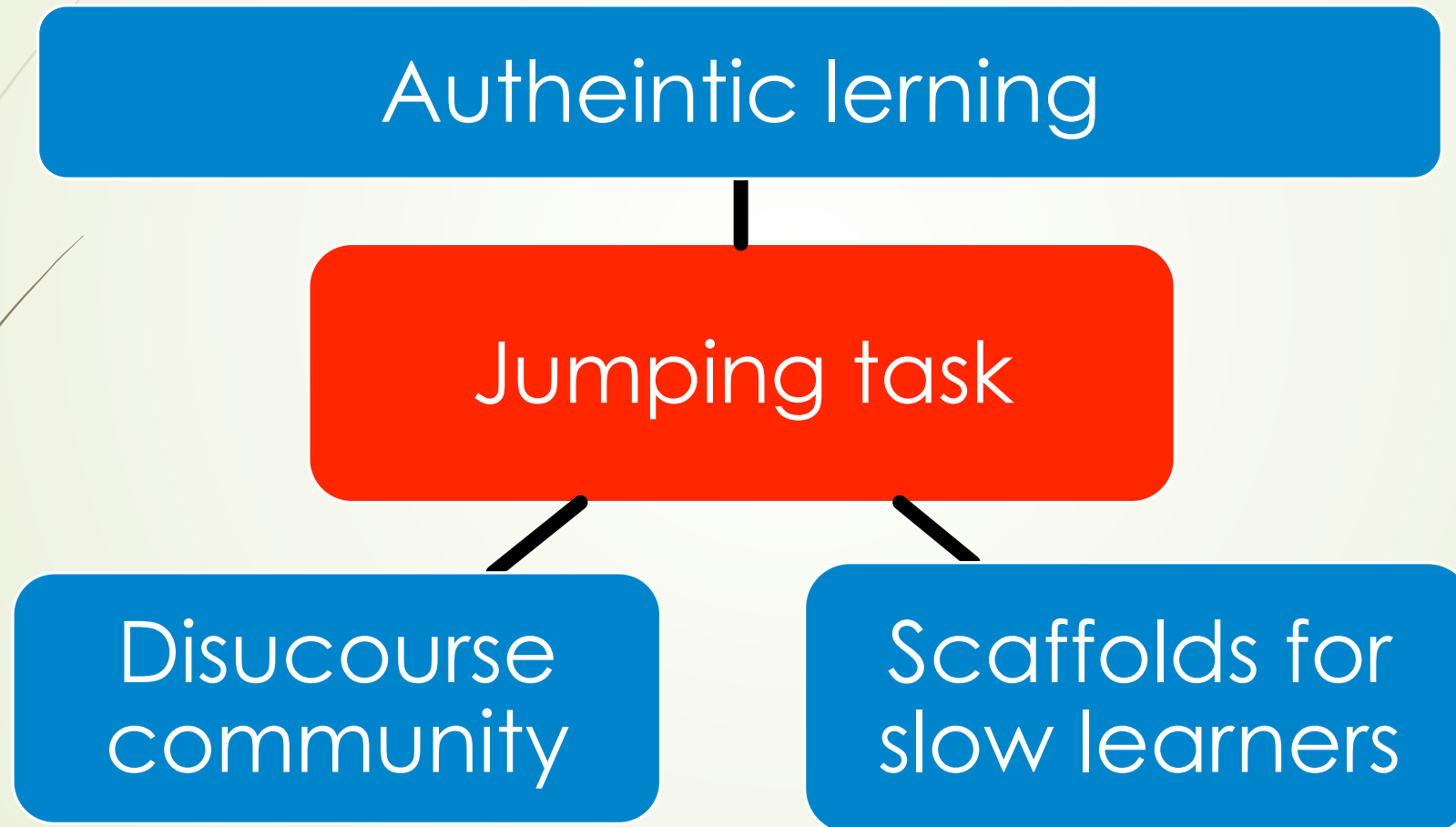
But the story has not finished.



“I will challenge again by myself.” Kaori cares Sora keeping silence.



Designing “Jumping Tasks” for Enquiry Learning and Authentic Learning



Jumping task is a spring board for slow learners.

Jumping task makes learning authentic.

Designing jumping task and its reflection are the most fruitful avenue for professional development.



Democratic Collegiality: We have no “boss”. Our network has no “center”.





Renovating Schools as Professional Community and Their Network More Democratic and More Autonomous

- Innovation of Lesson study is a keystone for enhancing professional learning of teachers.
- Teacher in-service workshop centering on lesson study should be a core of school management.
- Rewiring the networks. No school alone!
- Restructuring partnership relations of SLC pilot schools. Supervisors, books and social media are critical.



Conclusion

SLC pursues both individuality and community, and also autonomy and collegiality through democracy. The way for individuals to activate democracy "in their own hearts" is through community. As Dewey wrote, "it is through association that man has acquired his individuality and it is through association that he exercises it."