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A BRIEF INTRODUCTION OF HOST

The International Network for School as Learning Community

The International Network for School as Learning Community was founded in 2012, succeeding international collaboration and heritage of research and practice for more than 10 years. The proposal of “school as learning community” is not a technical approach but a set of three integrated components of a vision, philosophies and activity systems. We redefine school of the 21st century as “learning community” where students learn together, teachers learn together for professional development, and even parents learn together through participation in school reform. This definition corresponds to the public mission of realizing the human right of learning for all children.

In order to realize the above public mission, the “school as learning community” delegates three philosophies: public philosophy, which demands teachers open their classrooms; democratic philosophy, which introduces “a way of associated living” (John Dewey) for all the members to be protagonists of the school; and philosophy of excellence for doing their best both in teaching and learning.

The activity systems of “school as learning community” have three constituents: collaborative learning in the classroom, collegiality in the staff room through promoting lesson study, and learning participation by parents.

This idea has deeply captured teachers. Miracle success at the “hard schools,” which “at risk” children in poverty attend, has fired democratic professionalism of teachers.

During the past 10 years, the grassroots movement for establishing the “school as learning community” has spread its wings to Asian countries, especially Korea, China, Singapore, Taiwan, Indonesia and Vietnam. In all of these countries, as well as in Japan, the movement is recognized as the most powerful school reform for innovation in correspondence to the 21st century.

A BRIEF INTRODUCTION OF SPONSOR

Center for Teacher Education Research (CTER) of Beijing Normal University, Key Research Institute of Humanities and Social Sciences at Universities of Ministry of Education

The CTER is one of the Key Research Institutes of Humanities and Social Sciences at Universities in China. It was established in 2004 under the Institute of Teacher Education at the Faculty of Education of Beijing Normal University.

As the only national key research center in teacher education, the CTER has been actively engaged in academic research, policy consultation, academic training and development programs, international exchange, and knowledge transfer and exchange activities. Currently, it focuses on four main areas of research: Teacher Education History and Theory, Teacher Education Administration and Policy, Teacher Education Curriculum and Pedagogy, and Teacher Leadership and Professional Development.

The founding director of CTER was Professor Binglin ZHONG, the former president of BNU. Its founding executive director was Professor Binxian ZHANG. The current director is Professor Xudong ZHU. Professor Qiong LI, the Chairperson of the Institute of Teacher Education of the Faculty of Education, serves as the deputy director.

Professor Mingyuan GU and Professor Ruth Hayhoe work as advisors for the CTER's Academic Advisory Board which is headed by Professor Binglin ZHONG and Professor Lijuan PANG who serve as the director and the Board's deputy director, respectively.

The CTER has completed a series of interdisciplinary studies related to teachers and teacher education. Such an accomplishment builds on and extends a flexible, open, and efficient research mechanism, as well as extensive international and domestic academic and scholarly exchange.

Currently, the CTER ranks 15th amongst the 135 Key Research Institutes of Humanities and Social Sciences in China. Driven by the spirit of "Inspiring Teachers with Integrity and Vision", the Center is committed to advancing the frontiers of teacher education, and through this, to meeting China's key strategic goal of building a teaching profession of high quality.

Part 1

Time Table

October 28 am	
Opening Ceremony and Keynote Speeches <i>Jingwen Lecture Hall</i> <i>Chair: Dr. Guoyuan Sang</i>	
09:00 – 09:10	Opening Greeting Xu-dong Zhu, Dean of Faculty of Education, Beijing Normal University
09:10 – 09:30	Opening Remark Manabu Sato, President of The International Network for School as Learning Community
09:30 – 10:00	Keynote Speech 1 Christine Lee, Past president of World Association of Lesson Studies, National Institute of Education, Singapore
10:00 – 10:30	Keynote Speech 2 Xiang-ming Chen, Professor, Peking University
10:30 – 10:50	Coffee Break
10:50 – 11:20	Keynote Speech 3 Kiyomi Akita, Professor, The University of Tokyo
11:20 – 11:50	Keynote Speech 4 Li-hua Chen, Professor, Tamkang University
11:50 – 13:30	Lunch (not provided)
October 28 pm	
13:30 – 17:00	1. School Visit: Beijing Academy (Foreign Visitors Only) 2. Chinese Keynotes (Chinese Language)
CTER Partnership Schools and Keynote Speeches <i>Jingwen Lecture Hall</i> <i>Chair: Prof. Yan Hu</i>	
13:30 – 14:00	Speech 1 Da-sheng Li, Dean of The Education Committee of Chongqing Jiangbei District
14:00 – 14:30	Speech 2

The Fourth International Conference of School as Learning Community

	Ying-hui Wu, Director of Institute of Educational Science of Haidian District, Beijing
14:30 – 15:00	Speech 3 Huan Wang, Principal of Beijing Shijia Education Group
15:00 – 15:30	Speech 4 Tian-hai Zhang, Principal of Chongqing Chengshan Middle School
16:00 – 16:30	Speech 5 Han Guo, Headmaster of Beijing 101 Middle School
16:30 – 17:00	Speech 6 Yan-ping Fang, Associate Professor, National Institute of Education, Singapore
17:30 – 19:30	Reception Party (optional)
October 29 am	
Plenary Symposium and Sessions <i>Room 107, No.4 Teaching Building (Main Venue)</i> <i>Room 108, No.2 Teaching Building (live broadcast)</i>	
09:00 – 10:20	Plenary Symposium 1 <i>Chair: Professor Manabu Sato</i>
09:00 – 09:20	Sumar Hendayana, Professor, Indonesian University of Education
09:20 – 09:40	Yoshiko Kitada, Associate Professor, Saitama University
09:40 – 10:00	Sirpaarn Suwanmonkha, Professor, Chulalongkorn University
10:00 – 10:20	Response and Discussion
10:20 – 10:40	Coffee Break
10:40 – 12:00	Sessions
Session A: Professional Development of SLC <i>Room 723, Yingdong Building</i> <i>Chair: Prof. Li-hua Chen</i>	
10:40 – 11:00	Takayo Ogisu, Nagoya University
11:00 – 11:20	Yu-Lun Huang, Hosei University

11:20 – 11:40	Jing-jing Chen, Shanghai Pudong Development Institute of Education
11:40 – 12:00	Response and Discussion
Session B: Leadership of School Reform <i>Room 822, Yingdong Building</i> <i>Chair: Dr. Yoshiko Kitada</i>	
10:40 – 11:00	Hitoshi Uchiyama, International University of Kagoshima
11:00 – 11:20	Keiichi Sasahara, Shinjyo Junior High School Michiyo Hiwatashi, Tomoyuki Morita, Yamagata University
11:20 – 11:40	Huan Song, Institute of Teacher Education Research, Beijing Normal University
11:40 – 12:00	Response and Discussion
Session C: Teacher Learning Community <i>Room 108, No.4 Teaching Building</i> <i>Chair: Professor Jun Zhou</i>	
10:40 – 11:00	Yan Hu, Li Yuan, Institute of Teacher Education Research, Beijing Normal University
11:00 – 11:20	Tian-xiao Wang, Higher Education Institute, Capital Normal University
11:20 – 11:40	Jun Zhou, Institute of Teacher Education Research, Beijing Normal University
11:40 – 12:00	Response and Discussion
12:40 – 13:30	Lunch (not provided)
October 29 pm	
<i>Report Hall of Jingwen Library (Main Venue)</i> <i>Room 107, No.4 Teaching Building (live broadcast)</i>	
13:30 – 14:50	Plenary Symposium 2 <i>Chair: Prof. Manabu Sato</i>
13:30 – 13:50	Wen-sen Yu, Professor, Fujian Normal University
13:50 – 14:10	Sachiko Asai, Associate Professor, The University of Tokyo
14:10 – 14:30	Tomoyuki Morita, Associate Professor, Yamagata University

The Fourth International Conference of School as Learning Community

14:50 – 15:00	Coffee Break
15:00 – 16:40 Keynote Speeches and Closing Ceremony <i>Chair: Prof. Huan Song</i>	
15:00 – 15:30	Keynote Speech 5 Woo-Jung Son, President, Korean Institute of School as Learning Community
15:30 – 16:00	Keynote Speech 6 Manabu Sato, Professor, Gakushuin University and Professor Emeritus, The University of Tokyo
16:00 – 16:20	Closing Speech Qiong Li, Professor, Director of Institute of Teacher Education Research, Beijing Normal University

Part 2

Profiles

(In accordance with order of speech)



Professor Xu-dong Zhu

- Dean of Faculty of Education
- Director of the Center for Teacher Education Research

- **Professor Xu-dong Zhu** is the director of the Center for Teacher Education Research (CTER) that is one of the Key Research Institutes of Humanities and Social Sciences in Universities, vice-general secretary and executive director of the National Teacher Education Society, the She New Century Hundred-Talent Project of Social Sciences in Beijing, member of the first batch of the Top-Four talent batches project, the senior visiting scholar of Fulbright Program at University of Maryland.

He is interested in Comparative Education, Teacher Education, Foreign Education History and so on. He has published more than 80 papers, such as “*Educational Knowledge of Nation-state and Comparative Education Research*” (published in *Comparative Education Research*,2007,3), 10 books (e.g. *Research on Europe and the United States National Education Theory—Based on Education System Ideology* , Beijing normal University Press,1997), executively edited series of translations, *Education and National development included* (Beijing Normal University Press), chiefly edited *International Teacher Education Classic Series Translations* (People Education Press), co-edited 6 books.

He was the Beijing Outstanding Doctoral Thesis Guidance Teacher in 2010, and the National Hundred Outstanding Doctoral Thesis Award Nomination Guidance Teacher in 2011. He was one of the candidates of the New-Century Outstanding talent program, MOE. And he is among the first batch of expert of “The national training plan of primary and secondary school teachers” (NTP) of the Ministry of Education and the director expert of Beijing School-Based Research in the Eleven-five and Twelve-five period.



Professor Manabu Sato

- Professor of Gakushuin University
- Emeritus Professor of the University of Tokyo
- The past Director of the Humanities and Social Sciences Division of Japan Council of Sciences

- **Professor Manabu Sato** served as dean of the Graduate School of Education of University of Tokyo from 2004 to 2006. He was also a visiting professor to the Harvard University and New York University, and an invited professor of El Colegio de Mexico and Berlin Free University. He was the past president of the Japanese Educational Research Association.

Professor Sato has published more than 20 books, about 100 editorial books and nearly 200 academic papers. Many of his books and papers have been translated into English, French, German, Spanish, Chinese, Taiwanese, Korean, Indonesian, Vietnamese and Thai. Professor Sato's multiple contributions have been recognized in the world. For instance, he was elected to be a member of National Academy of Education in the United States, and in 2009, he was appointed the Inaugural Fellow of American Educational Research Association. In addition, he was a winner of Asian Publishing Award 2012.



Professor Christine Kim-Eng Lee

- National Institute of Education, Singapore
- the Programme Director of NIE's joint MA in Leadership and Educational Change with Teachers College, Columbia University, New York

- **Professor Christine Kim-Eng Lee** was Head of Curriculum, Teaching & Learning Academic Group (2006-2015), Head of Humanities and Social Studies Education Academic Group (2000-2006) and Vice-Dean of the School of Arts (1997-2000). Her research interests are in the areas of teacher development and learning, lesson study, cooperative and collaborative learning, curriculum development, implementation and change, curriculum and teacher leadership, and curriculum and school reforms. Through her pioneering efforts in introducing Lesson Study to schools in Singapore through two R & D programmes, Communities of Practice in Cooperative Learning (CoPCL) and Lesson Study as a Teacher-Directed Form of Instructional Improvement, Lesson Study is now implemented in 58% of schools in Singapore.

Christine is a recipient of several awards, notably the University of Singapore Gold Medal, the Fulbright Award, the Milestone Award from Teachers College and Singapore Public Administration Medal (Bronze). In 2015, Christine was awarded the Teachers College Distinguished Alumni Award and the Nanyang Award for Excellent Service to Nanyang Technological University.



Professor Xiang-ming Chen

- Professor and Chair of the Academic Committee at Graduate School of Education, Peking University
Director of Center for Qualitative Research in Education, Peking University, China

- **Professor Xiang-ming Chen** was a visiting professor in Oxford University in 1999, Seton Hall University of the USA in 2003, 2005 and 2007, Nagoya University of Japan in 2010, the National Institute of Education in Singapore in 2012, and Kennesaw State University of the USA in 2015.

Her major research areas include teacher education (focusing on teacher practical knowledge and teacher professional development), curriculum development and teaching & learning (focusing on participatory approach), and qualitative research methodology in social sciences. She has been team leader for more than 10 national and international research projects. By now she has published 15 books (including editing) and over 180 articles.

Prof. Chen is also serving on many committees such as the Expert Panel for Teacher Education of the Chinese Ministry of Education, adjunct professor of Beijing Normal University, East-China Normal University, and Northeast-China Normal University, and a member of the Standing Committee of Chinese Educational Association as well as many journals.



Professor Kiyomi Akita

- Professor of Graduate School Of Education, The University of Tokyo
- Director of Center for Early Childhood Development, Education and Policy Research.

- **Professor Kiyomi Akita** majors in teacher education and educational psychology, especially focusing on teacher's professional learning and on discourse analysis in the classroom from preschool to senior high school, she has engaged in lesson studies at many schools as supervisor for more than twenty years, she has been the vice president of WALs. She has been a council member of the National Institute of Educational Policy Research and a committee member of the teacher education division, the Central Education Council of Ministry of Education in Japan.
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Professor Li-hua Chen

- Professor and Chair of Graduate Institute of Curriculum and Instruction, Tamkang University

- **Professor Li-hua Chen** served as Dean in the School of Education. She has transferred to Tamkang University since Aug. 1st, 2013. She then began to work with schools on Learning Community in Taipei and New Taipei City area. She organized big conference or workshops to promote Lesson Study and School as Learning Community at least once a year.

Her expertise focuses on curriculum design, social studies education, civic education and global education. She has been serving as chairperson in various official committees, such as the National Committee for the Verification of Primary Social Studies Textbooks, the National Committee for the Development of Social Studies Media, and the National Committee for the Curriculum Development of Senior High School. She also participated in IEA's International Civic and Citizenship Education Study (ICCS2009, 2016).

Her most lately three-year research (2016-2019), funded by Ministry of Science and Technology, is on the high school's course design based on the new K-12 Curriculum Guideline.



Dean Da-sheng Li

- Dean of Teacher Training Institution in Chongqing's Jiangbei district
- Vice-chairman of Chongqing Institute of Education

- **Dr. Da-sheng Li** who has earned Doctor's degree of education. she has so far published nearly 20 papers, compiled 2 books and sponsored 3 provincial research projects, the project she hold which named "the innovation research and practical popularization of the elementary Chinese teacher's teaching ability developing field" has achieved the second award of National initial elementary education achievement prize, which is approved by the State Council.
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Dean Yin-hui Wu

- Dean of institute of educational science, Haidian District, Beijing
- Beijing city education discipline leader

- **Yin-hui Wu** has long been engaged in elementary education research. She has in-depth study in the field of school leadership construction, teacher professional development and the theory and methods of primary education. She has acquired some achievements in the research on fields such as school leadership construction, science education, teaching theory, curriculum theory and so on. She has many books and articles published such as school leadership construction, Adolescents' Scientific Literacy and so on. She has many papers published in the journal such as Management of primary and middle schools, Beijing education and so on. She is the associate editor of science (primary school) teaching material which is authorized by curriculum materials center of Ministry of education. And she has written many reference books for science teaching. She edited local teaching material History and culture of Haidian and so on. Now she studies effective process of teaching and learning and teacher professional development.
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Principal Huan Wang

- Principal of Shijia Education Corporation

- **Wang Huan**, who has been teaching for over 30 years, grows from an ordinary Chinese teacher to a superfine teacher of Beijing Municipality as well as the principal of a prestigious school. She has won a number of awards, such as National Award for Excellent Teachers, Outstanding Principal of Dongcheng District in Beijing, Representative of Teachers' Ethics of Beijing Municipality and so on.

In 2010, Wang Huan became the principal of Shijia Elementary School, and put forward the harmonious educational practice system which was centered on "Seed Project". She took a lead in the educational reform in Dongcheng District, and established Shijia Education Corporation, which aimed to facilitate educational equity and regional balance. During the reform, she was in charge of the balancing development project for 19 schools of different kinds. She not only designed the development strategies and system for the corporation, but also enhanced educational practice and provided many possibilities for students' growth.



Principal Tian-hai Zhang

- Principal of Chongqing Chengshan Middle School

- **Principal Tian-hai Zhang** graduated from department of foreign languages at Xinan university, who is a senior teacher of middle school, former vice principal of Chongqing Yuzui Vocational School, Yuzui Middle School of Jiangbei Distract. He has devoted into teaching, researching and exploring of curriculum reform, and as the main research subject of the national and the urban research programme up to 10, written or published various papers, or winning prizes more than 30 articles, which advocated "sunshine · 5S independent" classroom, sincere course, sincere learning community are reported and interviewed by the media.
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Principal Han Guo

- Principal of Beijing 101 Middle School
- Director of National high school principal Specialized Committee

- **Han Guo** has won the National Woman Pace-setter, Capital Labor Medal. She has been rated as Scientific and Technical Management Personnel with Outstanding Contribution, National Top Ten Models of Promoting Reading, the Advanced Worker of Beijing and the Olympic Torchbearer, etc.

Since being the principal, she has continuously innovated education practices having gained a lot of experience in the field of curriculum revolution, construction of moral education and the characteristic development of school, etc. During the process, she insisted on the principle of promoting innovation while preserving rational essence, having built a substantial curriculum system. Moreover, Guo developed a project with the theme of “exploring the mode of self-education, cultivating future talents who are conscientious” in her school, which contributes to her distinctive schooling characteristics. Guo is very influential in National Basic Education of China.



Dr. Yan-ping Fang

- Associate professor, National Institute of Education (NIE), Nanyang Technological University, Singapore.

- **Dr. Yan-ping Fang** obtained her PhD from Michigan State University in 2005. While there, she worked for a few major research projects and was awarded a two-year Spencer Research Training Grant to conduct her dissertation research on the knowledge and learning of in Shanghai. Before her PhD studies, she had worked at the Shanghai Academy of Education Sciences as a researcher for 8 years.

At NIE, she led and completed 4 research projects including mathematical problem solving, curriculum study, developing online learning environment and video cases for teacher professional development in Singapore. She also conducted research in her teaching using narrative inquiry as a pedagogical tool for supporting teacher learning.



Professor Sumar Hendayana

- Head of Center for Innovation in Education

- **Professor Sumar Hendayana** has been actively leading Lesson Study activities in various schools and universities in Indonesia since 2006. He provided technical assistance of lesson study activities to primary and secondary schools in collaboration with West Java and Jambi Provincial Offices of Education, Syiah Kuala University and Almuslim University in Aceh Province, Sri Wijaya University in South Sumatra province, Bengkulu Muhammadiyah University in Bengkulu Province, Lampung and Metro Lampung Muhammadiyah University in Lampung Province, Pakuan University in Bogor West Java Province. Currently, he supervises learning community activities in Sumedang district and instructional design research through lesson study of master's thesis.

He has collaborated with JICA in lesson study training for Asian and Ethiopian fellows. He is also executive committee member of World Association of Lesson Studies (WALS) and member of Africa-Asia Dialogue Network in Education Development. He chaired 2014 WALS conference in Bandung, Indonesia.



Dr. Yoshiko Kitada

- Associate professor of the Faculty of Education at Saitama University, Japan

- **Dr. Yoshiko Kitada's** research focuses on the following issues: how students learn in collaborative group work, how teachers develop their professional expertise in school-based lesson study, and how principal's leadership affects school reform as Learning Community. Kitada wrote several articles and book chapters on lesson study, school reform, and teacher professional development, *Practical Knowledge in Teacher Education: Approaches to Teacher Internship Programmes*. New York, NY: Routledge, pp.154-168. She also translated several English books such as Deborah Meier (1995) *The Power of Their Ideas: Lessons for America from a Small School in Harlem*. Boston, MA: Beacon Press.
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Professor Siripaarn Suwanmonkha

- Professor of Department of Educational Research and Psychology, Faculty of Education, Chulalongkorn University, Thailand

- **Professor Siripaarn Suwanmonkha** has served as the Associate Dean in Academic and Research (1997-2001) and Associate Dean for research (1990-1992) and Director of Professional Experience Training Unit, Faculty of Education, Chulalongkorn University (1984-1986).

Her main research interest is in the area of teachers' learning and professional development. For example, specific research projects that she conducted in the past are Basic Education for Career Development (2010), Research and Development of Action Research Program on Environmental Education Experience for Reflective Practitioner Development (2003-2004) and Research and Development the Training Program for Leaders in Instructional Integration for Energy and Environmental Conservation in School Curriculums: Dawn Project (1998). She has led professional development programs such as "Core Team Development through Coaching and Mentoring Collaborative Systems" (2015-) and "Teachers, Principals and Supervisors Development through Coaching and Mentoring Collaborative Systems" (2013). Additionally, she has served as an academic advisor in "Teachers as Learners: Digital Media for Professional Development" project (2014-). Dr. Suwanmonkha received MS and PhD in Educational Psychology from Michigan State University.



Professor Wen-sen Yu

- Dean of College of Teacher Education, Fujian Normal University
- Director of Basic Education Curriculum Research Center

- **Professor Yu's** research and teaching focus on curriculum and pedagogy, especially in the fields of effective teaching, school-based research, curriculum history and teacher professional development. He is serving on the Ministry of Education Tertiary Education Pedagogy Major Teaching Advisory Board and directing Fujian Province Primary and Secondary School Teachers' Training Program.

As a member of the Ministry of Education Basic Education Curriculum Textbook Committee and the Ministry of Education Basic Education Reform Advisory Board, Professor Yu has also been working actively for China's national basic education curriculum reform. He has been conducting practice-based research on "Learning Community" in primary and secondary schools in Fujian Province since 2014.



Dr. Sachiko ASAI

- Associate Professor of Graduate School of Education, The University of Tokyo

- Traditionally in Japan, narrative descriptions written by school teachers have been one of main discourses to represent teaching practice. Through analyzing narrative descriptions written by teachers, I have taken on following three researches: 1) historical study of preschool teachers' narrative description in Japan, 2) theoretical inquiry to teacher narrative, 3) examination of gender issues in teacher narrative.
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Dr. Tomoyuki Morita

- Associate professor of the Professional School of Education, Yamagata University, Japan

- **Dr. Tomoyuki Morita** has been involved in a number of school reforms based on the philosophy of "learning community", especially in Yamagata. His research interests cover history of education in a local community in Japan, and action research on building "learning community".
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Dr. Woo-jung Son

- Director of the Korean Institute of Learning Community

- **Dr. Woo-jung Son** got her Ph.D. at the University of Tokyo, supervised by Professor Manabu Sato. She is a Director of the Korean Institute of Learning Community and actively participates in school innovation based on SLC. Dr. Son has made a contribution to building up 300 innovative schools in Korea. Since 2011 she has given internet lectures on "Creating Learning Community" for teachers. Presently she is a visiting professor at Korean National University of Education and her lectures are about "Case Study of Lesson Study" and "Theories of Learning". Her recent book titles are "Learning Community" and "School Community of Learning and Care".
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Professor Qiong Li

- Professor of Beijing Normal University
- Director of Institute of Teacher Education Research, Faculty of Education at Beijing Normal University

- **Professor Qiong Li's** main research areas including: Teachers' cognition and teacher education, quantitative statistics and analysis data.

She hosted various projects, such as, Research on the development of China's Primary and Middle School Teachers in the Social and Economic transition: the key base of the Ministry of education project (2009); Research on the Professional Development of Teachers in Primary and Middle schools: the "985" project (2009); Change of practice of Basic Education Curriculum Reform and Classroom Teaching (2007). The international cooperation projects she hosted include Beijing city "in 11th Five-Year" educational science planning youth special subject based on the new curriculum of primary school mathematics teachers in classroom teaching evaluation research (2006) and so on.

Charis of Symposiums

(names in alphabetical order)



Professor Yan Hu

- Professor Institute of Teacher Education Research, Faculty of Education at Beijing Normal University

- **Professor Yan Hu** began to conduct teacher education research at the Research Center of Teacher Education, Faculty of Education, Beijing Normal University in 2006. She learned from Ken Zeichner, studying Chinese teachers, the history and policy research of teacher education, and teacher learning community in the University of Wisconsin–Madison from 2008—2009. She also held the post of director of editorial department of two magazines, “Teacher Education Research” and “the Chinese Teachers”. She was the standing deputy editor of the magazine “the Chinese Teacher”.

She led the national education planning project “A Study on Assurance Mechanism of Primary and Secondary School Teachers' Continuing Education Quality in China” and “A Study on the Problems of Contemporary Teacher Education”; humanities and social science key research base project of the Ministry of Education “A Study on Contemporary China's Primary and Secondary School Teachers Professionalization Process: a Political Sociology Perspective”; national social science fund planning project “A Study on the History of Teaching and Research Team in Primary and Secondary Schools in China”; Beijing municipal education scientific planning project “A Study on the Responsibility and Competence of Teaching and Research Team Leaders in Secondary Schools in Beijing” and “A Historical Study of the Substitute Teachers since the Foundation of PRC”; Ministry of Education project “A Study on the Transformation of Teacher Education and Reform of Teacher Preparation in China” and so on.

She published several academic works, such as “Research on the Ancient and Modern Private Schools in China” (co-author), which was awarded the first prize of the Fifth Outstanding Achievement of Philosophy and Social Sciences of Beijing Municipality. She also delivered 40 papers, such as “The Challenges and Futures of UGIS Partnership: A University Perspective”, “A Study on the identity dilemma of Chinese Contemporary Rural Teachers -Based on a Rural Teacher's Oral History”, “Construction of Teaching and Research Team: a Professional Learning Community Perspective and a Case of a Secondary School in Beijing” .



Dr. Guo-yuan Sang

- Associate professor of the Institute of Teacher Education Research, Faculty of Education at Beijing Normal University

- **Dr. Guo-yuan Sang** gained his PhD in educational science from Ghent University of Belgium. His research interests are: teacher education, ICT integration, teaching and learning theory, and educational anthropology. He published 15 English research papers on teacher beliefs, teacher cognitions, and ICT integration in SSCI journals such as *Computers and Education*, *Journal of Computer Assisted Learning*, and *Asia-pacific Journal of Teacher Education*. He also published 12 research papers in Chinese.
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Dr. Huan Song

- Associate professor and vice director of Institute of Teacher Education Research, Faculty of Education at Beijing Normal University

- **Dr. Huan Song** received his Master's degree on pedagogy and Doctoral degree in curriculum studies from the Chinese University of Hong Kong. Courses taught currently include Pedagogy, Qualitative Research Methods, Teacher Action Research, Teacher Anthropology, and Quantitative Research Methods. His research areas including, Teacher Education, Teacher Professional Development, Curriculum Reform, Educational Anthropology. He published various academic papers in journals, conference, books, such as *Quality Assurance in Education*, *Education Practice and theory*, *the CAERDA International Conference*, *Study on Teacher Honor System of China* etc.
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Professor Jun Zhou

- Professor of the Institute of Teacher Education Research, Faculty of Education at Beijing Normal University

- **Professor Jun Zhou's** research focuses on teacher preparation, teacher professional development, and teacher action research. She has been conducting and participating various research programs funded by the Ministry of Education, China, Beijing Municipal Government, and other provincial educational department. She published 2 books entitled "A Case Study on Standards of NCATE", and "Teacher Education in USA: Theory and Practice". And she has published more than 50 papers in Chinese CSSCI journals and English SSCI Journals.
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Part 3

Abstracts

Sharing A Vision and Transforming Schools: Toward Enhancement of Quality of Learning

Manabu Sato, Gakushuin University

09:10 – 09:30 Oct.28th. Jingwen Lecture Hall

15:30 – 16:00 Oct.29th, Report Hall of Jingwen Library

The International Network for School as Learning Community which I organized, has spread its wings of the most powerful grassroots school reform to Asian countries, such as Japan, China, South Korea, Taiwan, Indonesia, Thailand, Vietnam, Singapore and Hong Kong. This approach of School as Learning Community (SLC) is cherished with a progressive vision of education, three philosophies of public philosophy, democratic philosophy and philosophy of excellence, and activity systems of collaborative learning at classroom, collegiality for professional development through lesson study, and learning participation among parents.

The core of SLC in practice is collaborative learning. SLC approach has initiated high quality learning at classrooms relied on communication theory by John Dewey and development theory by Lev Vygotsky, and even has promoted professional development of teachers.

This keynote will show you keystones for enhancing quality of learning through collaboration by deliberating practical cases of SLC. The first keystone is “listening relationship”. SLC approach is the “listening pedagogy” with which dialogic communication, caring relation and democratic community are generated. The second keystone is “authentic learning”, which guarantees deep learning of children, cultural and academic value, and professionalism of teachers. The third keystone is “jumping task”. Learning is a journey from known world to unknown world. Jumping task enables students to attain higher order thinking through collaboration among students.

Thus, this keynote will show you practical inspirations for innovating leaning and the reason why so many teachers are enthusiastically involved in SLC particularly in Asian countries.

Unpacking the meanings of listening pedagogy and pupils voice in Lesson Study for Learning Community

Christine Kim-Eng Lee

Curriculum, Teaching & Learning Academic Group

National Institute of Education, Nanyang Technological University, Singapore

09:30 – 10:00, Oct.28th. Jingwen Lecture Hall

An important idea advocated in Lesson Study for Learning Community is listening pedagogy where “teaching is not telling but listening (Meir,1996). Sato (2008) has proposed that a “learning community rests on a relationship in which people listen to each other” and “to listen to what others have to say is the starting point of dialogue and learning”. Positioning listening at the center of teaching works against common practice of teachers talk, students listen. The suggestion is that teachers listen to teach and students talk to learn. This presentation focuses on this notion of listening and tries to unpack its meanings and its implications for helping teachers move from the usual practice of telling to taking a listening stance in classrooms. Shultz (2003) provides a conceptual framework for listening – listening to know individual students; listening to the rhythm and balance of the whole class; listening to the social, cultural, and community contexts of students’ lives; and listening for silence and acts of silencing in response to what listening could look like. Sato (2008) has provided an argument for the reasons for listening pedagogy which will lead to dialogic communication for learning and the development of caring relationships and a democratic community. Are teachers able to provide a space for listening in their teaching? This shift to listening is not easy especially when teachers are faced with an overcrowded curriculum and the need to teach to the test in this age of accountability and performativity. What needs to be done to help teachers make that shift to listening is a perplexing question for those who are attempting to adopt Lesson Study for Learning Community in our schools.

Curriculum Leadership of Chinese Teachers Situated in Their School Learning Community

Xiang-ming Chen, Graduate School of Education, Peking University

Fan Yang, Faculty of Education, Shanghai Normal University

10:00 – 10:30, Oct.28th. Jingwen Lecture Hall

Confronted with difficulties in implementing the Eighth National Curriculum Reform in China, many teachers take curriculum leadership in adapting the reform requirements to their own school context with the assistance of their school learning community. In this presentation, two cases will be presented to illustrate two types of teacher curriculum leadership, i.e. discourse transformation in a formal setting, and active outreach activity in an informal setting.

The former concerns a math teacher team experimenting with collaborative learning in their teaching community. While conducting a lesson study, they miraculously used “juxtaposition of

contradictory ideas” through collective deliberation. This strategy leads to a remarkable discourse transformation of the reformist idea into one that is more familiar to them. It is argued that this kind of blurred ideology and hybrid practice (“Containing a new wine in an old bottle”) can reduce the risk of a radical reform, and create more space to allow teachers to bring their own personal experience and identity into the reform.

The second case illustrates how an expert high school geography teacher has reached out to outside resources and complementary expertise in her experiment with participatory pedagogy. Even though she learned this innovative pedagogy nine years ago in the curriculum reform training, she never used it until she visited a U.S. school recently. Since then, she has mobilized her colleagues, university researchers and American visitors for verification and assistance. Through trial and error, she finally came up with her own practical knowledge of this reform practice. This case illustrates how “Everybody adds fuel to make flames rise high”.

The common theme that runs through the two cases is the Confucian maxim: “To know the new by reviewing the old”. While confronted with unfamiliar requirements mandated by the reform, the teachers would use their old experience to understand the new discourse and practice. By so doing, they would extend their old experience and construct new understanding and practice in their collective inquiry.

The fact that the schools that the two cases come from have very different cultures raises concerns for us: What kind of school learning communities are most conducive to teacher curriculum leadership? In what school conditions will teachers self-initiate reform practice of their own? How can boundary crossing and expanded learning be encouraged beyond the acquisition and participation models for teacher learning?

Teachers’ Collaboration for Deep Learning

Kiyomi Akita, Graduate School of Education, the University of Tokyo

10:50 – 11:20, Oct.28th. Jingwen Lecture Hall

Lesson study as professional learning communities has enlarged and emphasized on the process quality of education and deep learning for all children. The philosophy of lesson study as learning communities is based on the pedagogy of listening and relationships. It is valued, and means that learning always occurs in between knowledge and is a process of construction by the individual in response to his/her relationships with others. Learning means learning from others, taking advantage of others’ ideas and the results of their investigations (Hiebert et al., 1996). In this talk, I will focus

on two points in particular and show the concrete cases from the schools that I have engaged as a supervisor of lesson studies. The first one is related to the challenging task (jumping task that Prof. Sato called). The designing tasks with high quality are keys for deep and collaborative learning. The second one is related with the ways of observing interaction in a research lesson by teachers. The research lesson teacher cannot grasp all children's learning trajectories in a lesson. The way of how colleagues observe, narrate and reflect research lesson and children's learning decide the quality of teachers' learning from the research lesson. The depth of observation and narration guides teachers' motivation to relate their own teaching and designing innovation of lessons. Observation means to see "invisible things," using "visible things" as cues of interpretation of the child's behavior in front of you. It means "how to accept the child's behavior," It makes teachers reflect as the observer's being and forces the observer to "continue being the observer." Recently I introduce photo evaluation (appreciation) method of quality using by camera. It brings up teachers' eyes of observing lesson. The quality of task and the quality of interaction and environments in classroom and schools are keys for innovation for deep learning.

From Behaviorism Teaching toward Constructivism Learning: the Changing Landscapes of Taiwan's SLC classrooms

Li-hua Chen, Professor, Tamkang University

11:20 – 11:50, Oct.28th. Jingwen Lecture Hall

Since school as learning community has been introduced in Taiwan in 2012, the landscapes of the SLC classrooms is silently changing from behaviorism teaching toward constructivism learning. Through working with the SLC schools and close observation, my argument is that the successful class reform counts not on a method, but a perspective. I will propose my observations with examples and evidences on this.

The framework of my speech includes four parts. Firstly, the social context and phenomenon of the behaviorism teaching in traditional classrooms will be depicted. Secondly, past reforms and recent reforms which intend to deal with the behaviorism teaching will be examined. Learner-centered curriculum and instruction, the common core element of the recent reforms including SLC and the New K-12 Curriculum Guideline and others is included. I then raise my argument that compared with behaviorism teaching, constructivism learning leads more toward learner-centered curriculum and instruction.

In the third part, how teachers of SLC carry out the ideas of constructivism learning to shape their charming classroom landscapes will be portrayed. In the final part of the speech, a culture barrier of implementing SLC in Taiwan's classroom will be deliberated: what does the silent reform mean to Taiwan's teachers who get used to using microphone and the noisy classroom? What are the in-depth meanings of silence?

Construction of Professional Learning Community: A “Field-Habitus” Theory Perspective

Da-sheng Li, Education Committee of Chongqing Jiangbei District

13:30 – 14:00, Oct.28th. Jingwen Lecture Hall

Bourdieu's "Field-Habitus" theory in the field of practical sociology can be regarded as one of the theoretical supports for the development of teachers. The construction of professional learning community is based on the recognition of the practical characteristics of teaching activities, and the value of group dynamics in teacher professional development. In the construction of teachers' community, the philosophy of "openness, democracy and excellence" should be consistent, We should highlight the value of the formation and perfection of independent personality of pedagogical subject. The professional learning community in Jiangbei District of Chongqing, with the teacher workshop, training community and innovative experimental area as the major forms, triggered the resonance of the group, realizing the mutual embedding, ecological influence and all-around development.

Teacher Professional Development: An Adult Learning Theory Perspective

Yin-hui Wu, Institute of Educational Science of Haidian District, Beijing

14:00 – 14:30, Oct.28th. Jingwen Lecture Hall

Adult learning theory holds that adults have more experience and stronger learning abilities than children. Adults can engage in learning with experience and problems, and can also be motivated by internal and external incentives. Teachers in the workplace as adults, follow the natural law of adults' learning. Teacher learning is the process by constructing practical knowledge

initiatively, which is a problem-based learning, and they often take the initiative to see their classroom and students as the research field, so teacher learning is also a process of knowledge creation. Teacher learning is the study in "community". In the learning community, teachers' sense of belonging to the community, a sense of identity as well as a sense of respect from other members of the community, are conducive to enhancing teachers' participation of community, maintaining their continued efforts in learning activities, promoting teachers to act in a circle of "action-reflection-communication-improvement-reaction". In educational practice, there is a variety of forms of to set up learning communities. The most effective form is the one cored on project program. Teachers find the educational problems from daily routine and seek solutions from common problems, which is actually a process of educational research and teacher professional development. Teachers in the project team or group, who continue to carry out the specific themes and task-based research activities, will naturally improve their academic ability and research level. It is in this learning community that teachers complete their task of professional development successfully.

Constructing "power group", stimulating "group power" – A Preliminary Study of Shijia Education Corporation's Governance Model

Huan Wang, Beijing Shijia Education Corporation

14:30 – 15:00, Oct.28th. Jingwen Lecture Hall

In the comprehensive reform which began in 2014, Beijing Shijia elementary school gave full play to the role of radiation quality educational resources, and took a number of reform tasks. As a result, multi-sites school running pattern took shape. Facing the challenge of corporation running, Shijia Education Corporation actively explored new models and mechanism of school governance, namely, constantly stimulated the inner motive force of the development of the school through resource sharing and complementary advantages, and carried out reform and innovation in the aspect of cultural identity, organizational structure and teacher development. With the deepening of the reform, Shijia Education Corporation showed a dynamic diversity of "power group" and a rich "group power", which promoted the campus to form a new life being on the basis of "1+1", and produced the "integration effect" of corporation school running.

Form learning community realize educational ideal of Chenshan middle school

Tian-hai Zhang, Chongqing Chengshan Middle School

15:00 – 15:30, Oct.28th. Jingwen Lecture Hall

Chongqing Chengshan Middle school, although the school has a long history, profound culture, due to various reasons, is a typical weak school. After three years of our efforts, through the top-level design of Chengshan curriculum, in order to promote the implementation of "sincere and kind culture as the core, to implement the sincere and kind curriculum as the starting point to build sincere good learning community as the path" strategy, "culture, a common vision of learning; teaching innovation, cultivating team grow together; focus on learning, to promote students to grow; home and school make effort together, learning together to broaden the field; seven school alliance, enhance common development potential and other measures to promote the school to explore a the connotation of the path of development.

Cultivating Today's Teachers for the Future Society

Han Guo, Beijing 101 middle school

16:00 – 16:30, Oct.28th. Jingwen Lecture Hall

Faced with the deep adjustment and rapid change in current education, the construction of teaching workforce is very important. The report elaborates the theory and practice from three aspects, namely, background of the era of education development, characteristics of teaching workforce, and approach of the construction of teacher workforce. Presently, the society needs the school to promote the humanities education and the innovation education. Teachers must stand on reality, insist on the noble morality, and cultivate the full personality among students by teachers with full personality. Therefore, teachers should establish the concept of modern education, pursuing educational quality that is directed by social requirements, aiming to enhance students' innovation awareness and ability encouraging a dynamic renewal of knowledge, focusing on the student-centered teaching and so on. In order to realize the goals above, we should promote the construction of teaching workforce in the construction of school culture, reinforce the institutional protection of school's culture construction, and set up different levels of platforms for teachers' learning and training, and promote the initiative innovation and micro innovation of teachers through the programs. The school should prioritize teachers' ethics construction, focus on curriculum

construction, and enhance teachers' ability of curriculum construction and implementation. In the learning community, through self-promotion and mentoring, demand-based teacher training, and the Internet+ and other forms of curriculum development, teachers are equipped with the competence of cultivating the people that are needed for the future society.

Support and Improvement of Research Courses——A Process

Analysis Model

Yan-ping Fang, Xiong Wang, Christine Kim Eng Lee

**Department Curriculum, Teaching and Learning, National Institute of Education Nanyang
Technological University, Singapore**

16:30 – 17:00, Oct.28th. Jingwen Lecture Hall

Data analysis is the core of a professional development experience (NEA, 2003), particularly for lesson study. To improve the quality of the research lessons, teachers need to develop an eye on children for evidence of their learning during classroom observation and form professional judgment on what and how to fine tune instructional language and resources (Cohen et al, 2003). Yet teachers often find it difficult to provide solid evidences to promote lesson improvement during the process of data collection and analysis (Perry & Lewis, 2008; Fernandez et al. 2003). When it lacks specific and systematic reference frames, it's particularly difficult for teachers to make the decision in the improvement process.

To overcome this difficulty, our research aims to develop a process analysis method which is capable of deriving more sophisticated patterns of whether and how the mathematical discourse succeeded in developing the students' understanding by analyzing their performance in math class (Wells, 1999). Based on two research lessons and their improved lessons on the same topic of equivalent fractions conducted in 2006 and 2007 in a Singapore local primary school, our research aims to understand how the discourse succeeded in developing the students' understanding by giving meaning to their mathematical experience in an activity. This analysis model holds potential to provide solid case data to inform teachers what needs to improve, how to improve them, why the improving act is reasonable. It also helps to verify and reflect on how lesson study mechanism improves and benefits instructional practice. Moreover, with process analysis, we aim to build a reference framework and an investigative tool for teachers to assist their investigations (Perry et

al.2009). Ultimately this analysis model is hoped to serve as an instrument to evaluate, quality of lesson study so then urging the professional development of teachers.

Diffusion of Knowledge among Reflective Practitioners for Closing the Gap on Learning Community

Sumar Hendayana¹, Arif Hidayat²

¹ Indonesia University of Education

² Graduate School of IDEC, Hiroshima University

09:00 – 09:20, Oct.29th, Room 107, No.4 Teaching Building

Learning community has been growing among Asian countries with diverse motivation, from strengthen their practice and increase students' result until a learning community for continuous improvement, collective responsibility, and goal alignment. Practically, invisible hierarchy inside among novice and senior teachers, principals as the most powerful person in the school, and even university professor as a resource person could govern a learning community potentially dysfunctional for creating diffusion of knowledge among various level of participants. Knowledge itself is a live in a community and that the meaning of knowledge depends on the community. A liquid dialogue situation could create more equal power relationship that exist in the classroom (Hendayana: 2015), but how the properties of diffusion of knowledge and its process during learning community are missed to investigate. Craft knowledge of teachers which build from specific situation, subjective and perceptual of teaching experiences are less acquired as part of wisdom and expertise of practitioner, while university professors have difficulties in transferring educational research-based knowledge into teaching. Becoming reflective practitioner among parties believed bridging these gap both personal (in and on-action) and community (for-action) reflection (Schon: 1983). From a case of a learning community in a district of Sumedang – Indonesia, The paper describes how craft knowledge by teachers and knowledge produced by educational research providing digestible evidence-based diffusion of knowledge.

Learning from Learning Community: Power of Video Conference in Teacher Education

Yoshiko Kitada, Saitama University

09:20 – 9:40 Oct.29th, Room 107, No.4 Teaching Building

The purpose of this presentation is to highlight the effectiveness of video conference by using a video-recorded lesson from learning community in teacher education. A video conference using learning community lesson is a powerful tool for surfacing and exploring visions of teachers as well as prospective teachers. Since there are many differences between learning community lesson and the traditional lecture-type lesson, participants of such video conference are inclined to disclose what kind of visions they have through reflection.

Visions play a central role in teaching practice. All teachers and even prospective teachers have more or less their own beliefs and assumptions of “good practice”. Those beliefs and assumptions construct teachers’ visions which guide future teaching. Visions also serve as ‘a lens for reflection on teachers’ own practice as well as other teachers.

In teacher education, it is important for teachers and prospective teachers to be aware of their own visions. Knowing what visions teachers and prospective teachers have is also important for teacher educators. Without identifying the current visions that teachers and prospective teachers have, it is difficult to expand or develop their visions for better practice in the future.

It is, however, not straightforward to identify visions because they are invisible. An interview with teachers and prospective teachers could reveal their visions to some extent, but what they say in an interview only refers to the visions based on “espoused theory” (Argyris & Schön); beliefs and assumptions which they are already aware of. In order to get better understanding what kind of visions that teachers and prospective teachers have, it is crucial to identify “theory-in-use” (Argyris & Schön); beliefs and assumptions which actually govern actors’ behavior. It is difficult to reveal “theory-in-use” through an interview because it is usually implemented in the midst of action without actors’ awareness.

In this presentation, a case of video conference using a learning community lesson will be introduced. This video conference was held as a part of teaching professional development program at Saitama University. Teachers and prospective teachers participated in this conference and shared their reflections on video-recorded lesson. By sharing their reflections, individual participant gradually became aware of his/her own vision related not only to “espoused theory”, but to “theory-in-use”.

Based on this case of video conference, the presentation will further discuss the possibilities and difficulties of using video-recorded lessons from learning community as a tool for teacher education.

School as Learning Community Movement in Thailand

Sirpaarn Suwanmonkha, Siripaarn Suwanmonkha, Chayapim Usaho, Praweenya

Suwannatthachote, and

Nipaporn Kunlasomboon, Chulalongkorn University

09:40 – 10:00, Oct.29th. Room 107, No.4 Teaching Building

Having joined the 3rd School as Learning Community International Conference in 2015, we have been publicizing our SLC learning experiences to wider Thai public in local newspapers. Moreover, Professor Manabu Sato has contributed to the development and expansion of our Thai SLC movement by conducting workshops and public lectures during his visit at Chulalongkorn University. Thailand's Principal Forum adopted SLC as innovation for their school reform. In 2016, SLC became the theme of the 9th Annual Congress for Teacher Professional Development, also known as EDUCA 2016. Next step, the Thai SLC pilot schools will continue applying the philosophies and activity systems of SLC to the process of their school reform. The SLC network will be further expanded to recruit more schools and teacher education institutions.

Theorizing Teacher Professional Development through Collaboration

Takayo Ogisu, Nagoya University

10:40 – 11:00, Oct.29th, Session A(Room 723, Yindong Building)

This paper aims to conceptualize different models of collaboration among teachers that intends to foster their professional development and extract possible implications for the advancement of Cambodian in-service teacher education. Although there are quite a few examples of such practices, I reviewed various cases of “Community of Practice”, such as School as Learning Community, and covered cases in the US, Japan, Korea, China, Taiwan, Indonesia, and Vietnam. I categorized these cases based on their (a) objectives, (b) forms of collaboration, (c) participants, (d) place, (e) subjects, (f) education levels, (h) difficulties and challenges, and identified that there are at least three different models of collaboration, which may or may not foster professional development among teachers.

Teachers' Attitudes towards the Challenge of SLC in Taiwan

--From Reluctance to Support

Yu-Lun Huang, Hosei University

11:00 - 11:20, Oct.29th, Session A(Room 723, Yindong Building)

This research aims at finding out teachers' responses and attitudes towards the practice of SLC in Taiwan. SLC was put into practice by a top-down approach in northern Taiwan, while in southern Taiwan it was introduced by a bottom-up approach. Since the ways of implementation differ, different attitudes of teachers have been observed.

By attending open seminars and interviewing teachers, we found out that with different reasons reluctance was first shown facing the start of SLC both by teachers of northern and southern Taiwan. Two main reasons are expressed by teachers of northern Taiwan to explain their reluctance: loss of confidence in new reforms and tiredness facing changes by a top-down approach. On the other hand, two different reasons are told by teachers of southern Taiwan: worries of the endurance of SLC and fears of the changing values of teaching and learning.

However, it is observed that although feeling reluctant owing to different reasons, teachers who took action to put SLC into practice in their classrooms have change attitudes from reluctant to supportive ones. Moreover, teachers of both northern and southern Taiwan give two identical main reasons to explain their changes of attitudes: the change of students' learning attitudes and the power of collegiality.

In this research, we bring out the conclusion that instead of simple changes of ways of teaching, the practice of SLC has evoked philosophical changes among teachers which has furthermore led to professional development.

Learning Community: Cultivate Children's Creativity by Trust and Caring

Jing-jing Chen, Shanghai Pudong Development Institute of Education

11:20 - 11:40, Oct.29th, Session A(Room 723, Yindong Building)

Innovation is inexhaustible driving force of social development. Our education is undergoing transformation from memory orientation to create orientation, that is, from the known world towards the unknown world. As a result, the cultivation of students' creativity emerges as important topic.

We have established a model of creativity through a lot of researches. Creativity is made of three elements, which are creative thinking, creative practice and creative psychological and personality.

Everyone is born with creativity shows a strong creative ability even in the early childhood. We should ensure the openness and freedom of children's thinking to encourage their free creation. We should give children chances to operate freely and give them security, respect and trust to keep creating. Everyone has creativity, which is a synthesis various abilities. What's more, and the different people have different types of creativity. With encouraging environment, all types of creativity can be realized and everyone can be a creative talent.

The most important thing for Learning community is to listen, which means giving children psychological security, trusting children's learning ability and creativity, and establishing children's sense of self-efficacy and autonomy caring for each other so as to undertake unknown and challenging tasks. Teachers transform themselves from "teaching expert" to "learning expert", ensuring environment for learning and creating, which guarantees the development of creativity of each child.

From the most conservative area in Japan

Hitoshi Uchiyama, International University of Kagoshima

10:40 - 11:00, Oct.29th, Session B(Room 822, Yindong Building)

Kagoshima is located in the southern part of the Kyushu island and it has formed original culture and customs as the land of "Satsuma Hayato" from ancient times. In the modern times, many Satsuma people including Takamori Saigou and Toshimichi Okubo contributed to the Meiji Restoration (1867). In the education, Kagoshima (Satsuma) is known for a kind of community education called "Goju Kyoiku".

In the 2016 national test, the junior high school in Kagoshima is placed in the 44th while an elementary school is in the 32nd out of 47 prefectures in Japan. Various measures are taken with this unwanted result led by the prefecture Board of Education in Kagoshima. At the same time, reform actions of the individual schools are taken in many cities and towns. In this short report, I want to introduce the actions of some local governments which started the reform that assumed the "learning community" as a core vision.

1. Ishikidai junior high school (Kagoshima city) : First school as "learning community" in Kagoshima (Report based on conference of September, 2016)

2. Osaki junior high school (Osaki town) :Started from 2016 (Report based on conference of September, 2016)

3. Kanoya City, Soo City, a start is considered by the leadership of the Board of Education

4. Kagoshima Shugakukan high school (private school) started from 2016 (Report based on conference of October, 2016)

Principal's tasks to reform a school for School as Learning

Community

Keiichi Sasahara, Shinjo Junior High School

Michiyo Hiwatashi, Tomoyuki Morita, Yamagata University

11:00 - 11:20, Oct.29th, Session B(Room 822, Yindong Building)

This presentation is one of reflective analyses on a case of Shinjo Junior High School focusing on a principal's challenges. This principal, Keiichi Sasahara, had been tried to reform a school for School as Learning Community (SLC) for 4 years at this school.

Three points are revealed through this study.

First, the landscape of lessons in the school had gradually changed in his 4 years. As previous study (Morita2015) revealed, students began to care each other and numbers of students who had given up learning was drastically decreasing. Second, when the principal tried to reform the school for SLC, he encountered various kinds of challenges from the problems which teachers often faced in their daily works. He faced a conflict of management to solve the daily problems between the principal and the teachers. According to teachers' comments which we got in a collaborative reflection, the teachers had managed these problems with the strategy that they manipulated students' behavior by directives. Whereas, the principal regarded the problems which teachers faced as the low quality of students' learning and the lack of relations of listening to each other. Third, the principal managed their difficulties especially with two strategies; focusing and arrangement. The principal had insisted repeatedly on the importance of lesson studies from the perspective of teachers' mission for ensuring the right of each student's learning, while some teachers who had emphasized on the educational effects of club activities complained strongly about that. He also adapted the problems which teachers had regarded as the lack of their control to the problems of the low quality of students' learning and the lack of caring relations. Numbers of lesson studies which the principal had set have worked as a driver that made teachers focus and arrange their daily tasks for making relations of caring and listening to each other. He also made many opportunities for teachers so that they could feel very small but good expected responses from their students' learning in case studies.

Constructing Professional Learning Community and Teacher

Professional Development

Huan Song, Cen Chen, Center for Teacher Education Research, Beijing Normal University

11:20 - 11:40, Oct.29th, Session B(Room 822, Yindong Building)

With the advent of a transitional era, the field of education is likewise undergoing a global reform. However, in retrospect of the educational reforms launched by various countries in the past thirty years, the aspect of class teaching is seldom touched upon. The academia therefore gives increasing emphasis on teachers as well as teachers' communities, and the concept of professional learning community thus comes into being. Based on the fieldwork of four schools in Shanghai, the present study found that in the establishment and developing process of a professional learning community, its core, teachers' collaborative culture, also displays a developmental process from individualism and comfortable collaboration to organizationally induced collegiality and interdependent collegiality. A supportive system is the guarantee of the teachers' collaborative culture; and the key to facilitate the birth of this culture as well as the building of a professional learning community lies on the principals' leadership style which put attention both on the management strategies and the leading strategies.

The partnership of UGIS from university perspective: Dilemma and

Solution

Yan Hu, Li Yuan, Center for Teacher Education Research, Beijing Normal University

10:40 - 11:00, Oct.29th, Session C(Room 108, No.4 Teaching Building)

As a case study of subproject "Teacher Training Cluster Construction" of X Program, this study uses the qualitative research methods of participant observation and interviews to analysis the partnership among the university, government, district teacher training colleges and primary and secondary schools about their roles, relation construction and cooperation dilemmas as the theoretical basis of group conflict theory and game theory, then, this study suggests the cooperation dilemma lies in as the university should discard the elite awareness to establish cooperative attitude of equality and sharing; the teacher training colleges and school principals should be empowered in order to enhance their project participants consciousness; the school teacher should be empowered

to improve their work enthusiasm; and release the workload of schools, teachers and the teaching and research staffs to improve their working conditions and many more.

Cooperation and development——A brief introduction of learning community theory research

Tian-xiao Wang, Higher Education Institute, Capital Normal University

10:40 – 11:00, Oct.29th, Session C(Room 108, No.4 Teaching Building)

Community is a concept that comes from sociology. It has been applied to education area since 1980s. Many different models are generated from this application. Learning community is one of them. Learning community has its own characters, and many significant practices.

Interpretation and Practice of “Learning Community”

Toward Manabu Sato

Wen-sen Yu, Fujian Normal University

13:30 – 13:50, Oct.29th, Report Hall of Jingwen Library

Interpretation and Practice of “Learning Community” Toward Manabu Sato has included three aspects. Respectively, the reason why stress on learning and community, and the practice of learning community. In the first part, involving that rebuild of the relationship between learning and teaching (teaching and learning) and outlook of learning. It is manifested that human being has the nature of learning and great potential of learning and development; students have the tendency and requirement of independence and strong competence of independent learning. Of course, the key is that learning is the student's self-activity (self-generated process) which the teacher is unable to replace. Teachers can neither replace students' reading, observing, analyzing, thinking, nor replace students' understanding of principles and grasping of rules. So, teaching should concentrate on the guiding, promoting, maintaining, strengthening, motivating of learning, implementing the principle of teaching on the basis of learning (which sets out the nature, value and meaning of teaching),

realizing the goals of “less teaching and more learning” , “teaching (learning) for no teaching (teaching aims at no teaching), teaching and learning benefits mutually. The second part illustrates the essence of community, such as mutual aid and growth. The third part introduces the basic elements of “Learning Community”, including listening carefully, dialogue quietly, mutual learning and teaching, communicating softly, sorting out systematically, leaping learning. Additionally, there are other approaches of constructing “learning community” in the classroom, for instance, changing the arrangement of desks by adopting the functions of U-shape arrange, and changing the desk mates by shifting the fixed mode to multiple and flexible arrangement.

History of School-based Lesson Study

Sachiko Asai, The University of Tokyo

13:50 – 14:10, Oct.29th, Report Hall of Jingwen Library

Lesson study in Japan has multiple purposes. Lesson study as a means of school reform, lesson improvement, and curriculum development had their origins in new education movement since around 1910. There were two primary methods on how to study lessons. One was through observation and reflection on a lesson. The other was through reading a teaching record written by the teacher who taught the lesson. It is noteworthy that Kihaku Saito, the principal of Shima Primary School from 1952 to 1963, and his staff drove the best-known school reform by both ways of lesson study. Through such practice, lesson study acquired a new purpose, that is teachers’ professional development. Furthermore, school-based lesson study for “school as learning community” from the late-nineties has another purpose of making a professional learning community.

The functions of pair learning in lower graders’ collaborative learning--An analysis on the trajectory of a teacher’s challenge

Tomoyuki Morita, Yamagata University

14:10 – 14:30, Oct.29th. Report Hall of Jingwen Library

The purpose of this presentation is to reveal the functions of pair learning in lower graders for building a primary school as SLC through an analysis on the trajectory of a teacher’s challenge in the first grade class. As I presented in this conference before (Morita2014,2015), the school in the

process of building SLC drastically increased, especially in Mogami area which is northern part of Yamagata, Japan. This area has suffered from depopulation and bad economic condition. Owing to these socio-economic back ground, teachers in lower grade class have faced many difficulties in daily practices.

Ms. Yoko Igarashi has been a teacher for about 30 years and has often been a lower grade class teacher in her career. She has gradually faced difficulties on building the relations of listening to each other among children. Therefore, she has tried to spend more time for pair learning in a lesson. The case which are analyzed in this study is a math lesson in her class on September 2016. The task that she gave is to make a subtraction, for instance, $7-2-1=?$ In this case, a boy, Takeru, who had not been able to make a subtraction of three numbers at all in the beginning of the lesson, achieved tasks in the end whereas his answer was wrong.

This achievement was derived from his learning that had resulted from monitoring a friend's idea persistently in pair learning. In the beginning of pair learning, all he could do was just imitation which was just like copying one by one from a student next to him without asking to show her notebook. Copying repeatedly caused him to ask to show her notebook when he could not see the notebook well. In addition, the number of seeing the notebook gradually decreased and he also tried to operate concrete objects for calculation by himself. At the end, he tried to calculate by himself while the answer was wrong.

An analysis on this case indicates three findings. First, although looking without asking looks like just copying in the beginning of pair learning of lower graders, it is one of important learning ways which students that cannot think about a task by themselves. Actually, Takeru could not even copy his friend's notebook in July 2016. Looking just like copying is the starting point toward building the relations of listening to each other in a classroom. Secondly, looking at friend's notebook persistently also enables for learner to share ideas in pair in spite of few verbal communications.

In this case, Takeru and his friend scarcely communicated in verbal. However, he understood procedure of a task by looking at his friend's notebook repeatedly. He certainly monitored his friend's thought from the notebook. Finally, sharing ideas carefully in pair learning enables to challenge a jumping task. In jumping task, students learned by scaffolding friend's idea from sharing in pair learning. Based on this case study, we have considered how pair learning in lower graders may function toward building the relations of listening to each other.

Progress and the next agenda of school as learning community (SLC) in Korea

Woo-jung Son, Korea Institute of Learning Community

15:00 – 15:30, Oct.29th. Report Hall of Jingwen Library

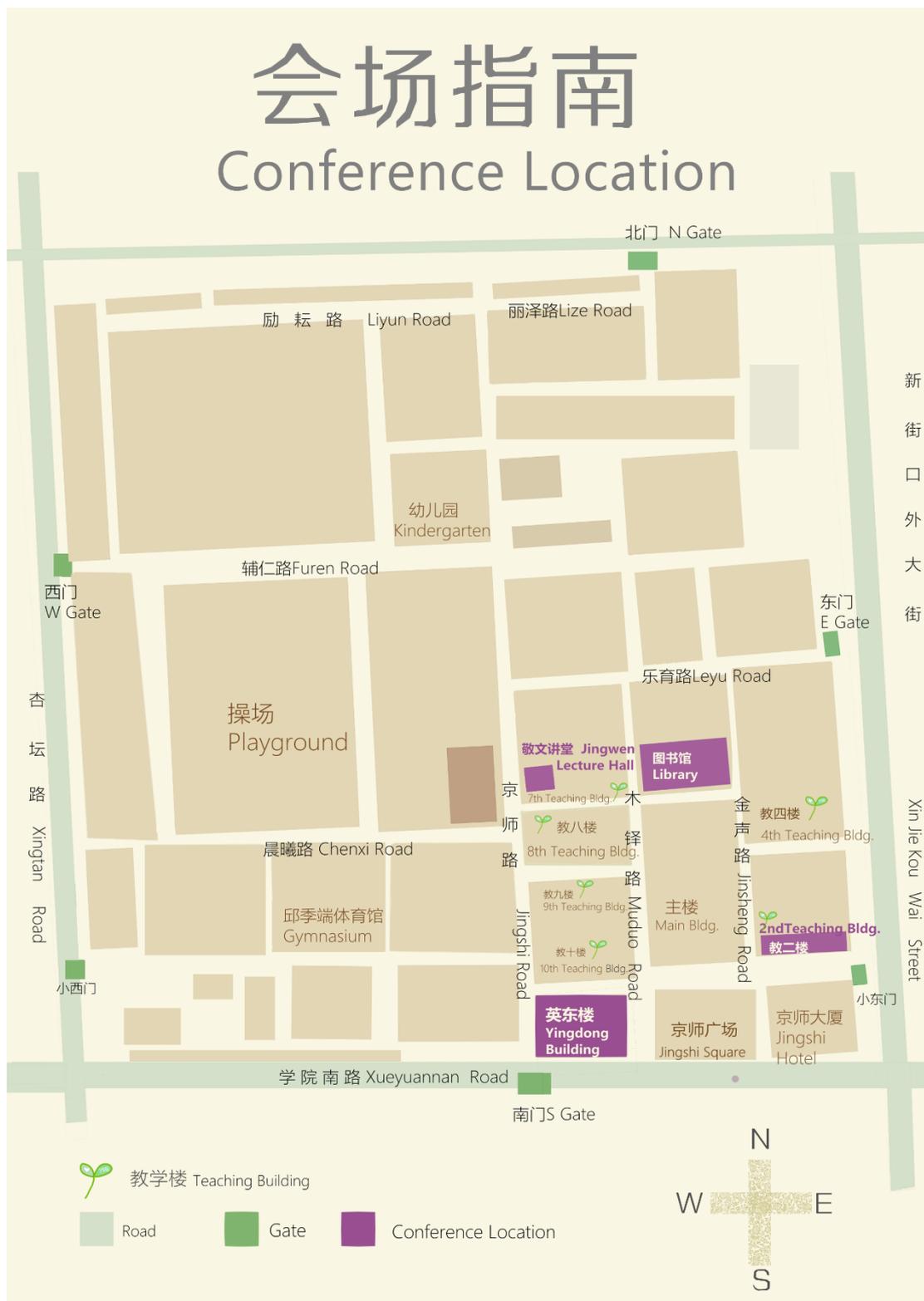
School as learning community was introduced 15 years ago in Korea. Currently you can see a small group learning and with the desks in U-shape in many schools of Korea. But, before that open class, jumping task, research council, active learning and collaborative learning and reflection are unfamiliar and not seen anywhere. Now, activity system for school as learning community in Korea are prevalent and becomes a symbol of future schooling.

Successful results of 15 years of SLC in Korea are as follows. SLC has transformed open lesson study from a tool of evaluation teachers by checking points sheets to an opportunity for teachers to learn together from the lesson. The case studies for professional development are embodied as lesson study of teachers. Teachers become to approach to problems of teaching in terms of philosophy rather than techniques or skills. SLC renovates school to teachers professional learning community.

Part 4

Guiding

Maps







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