Building Sustainable Learning Communities

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Lesson and Lesson Study Based on the Philosophy of School as Learning Communities

Guarantee
high-quality
learning

For all children and all teachers

Sharing the joy of learning

Forming an identity as democratic citizens

Topics

1 How do we define quality of learning?

What are the most important factors for sustainable learning communities?

1 HOW CAN WE DEFINE QUALITY OF LEARNING IN LESSONS AND LESSON STUDIES?

From Learners' Experiences (Children and Teachers) (Laevers, 2006)

Educational
Practice
Method
Theory
Principle

Process of Learning

Effects
Goal
Outcome

Wellbeing

Involvement in the Objectives of Learning

Learning and Caring Communities from Children's Perspectives

Wellbeing & Involvement

Parents • Local Community

Wellbeing & Involvement

School

Wellbeing & Involvement

Teacher

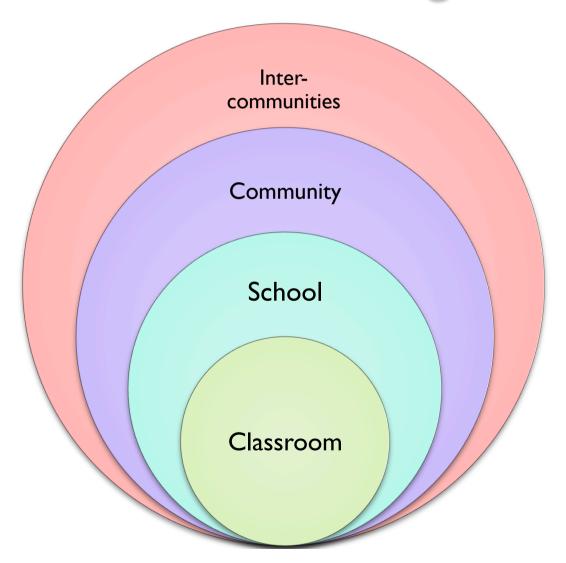
Wellbeing & Involvement Child

Trust and reciprocal learning

The Philosophy of Educating Hearts and Minds (Kurahashi, 1936)

- Kurahashi thinks that teachers should not only understand what children think, but also listen to their animated voices and appreciate their hearts and minds as they would the harmony of an orchestra.
- ◆ He emphasized the importance of observing children's activities in the school setting and of having a caring and tender attitude toward them. The philosophy of recognizing the significance of children's minds and their socio-emotional feelings, interests, and motivations was derived from Kurahashi's philosophy.
- ◆ Kurahashi said, "Hearts and minds that intend to educate what attempts to educate itself; that is what we can call educating hearts and minds. I do not know any happier hearts and minds than these."

Isomorphic Structures of Learning Together: Public Space for Co-Construction of Knowledge





Wellbeing

Listening to others' voices

Accepting and responding

Waiting for silent thinking time

Nodding

Grumbling

Admiring words and clapping

Smiling, laughing

Gentle gaze

Involvement

Deep understanding of tasks and the content of subjects Exploratory talk and inquiry

Dialogue with materials
Dialogue with peers' ideas and help-seeking for peers
Dialogue with inner voices and self-explanation

Referring to texts and data Paraphrasing, summarizing Relating

Isomorphic Structure of Learning Environment and Atmosphere

Well being

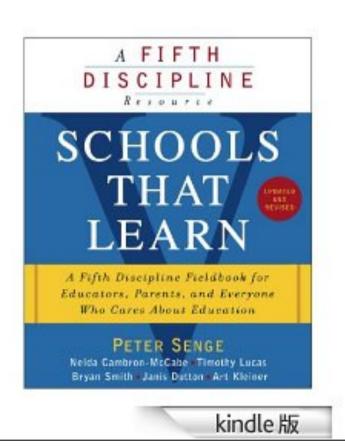
- 1 Staying at ease and relaxed
- 2 Being accepted by peers and calming down
- 3 Fondly keeping watch over us (warmness and aesthetic feeling)
- 4 Feeling the sense of belonging to our space (Note to author: please make sure I have not changed your intended meaning here.)

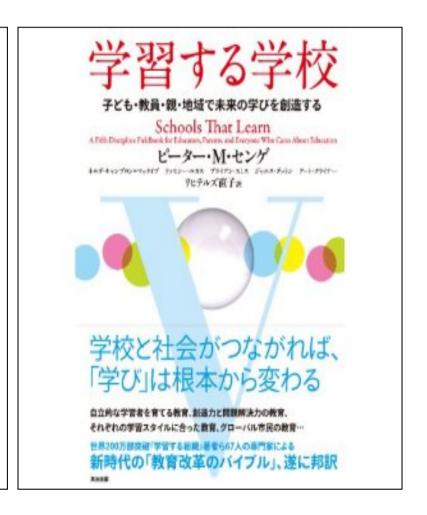
Involvement

- 1 Motivation to engage in the task
- 2 Ease of participating in the activity
- 3 Desire to inquire
- 4 Reflecting learning trajectories and identifying prospects for what to learn next

2 CONDITIONS FOR SUSTAINABLE LEARNING COMMUNITIES

Innovative Schools that Learn are Required in a Knowledge-based Society





Three Elements for Learning Organizations (Senge, 2012)

- Having the aspiration to be in the future; personal and organizational vision; and mental image and guiding principles to attain
- Recognizing the complexity of learning and inventing approaches and strategies to examine the complexity in the public spaces
- Reflective thinking and generative dialogue

Problem Solving

1

Felt need, identification of problem(s)

2

Analysis of causes

3

Analysis of possible solutions

1

 Action planning (treatment)

Appreciative Inquiry

ž

 Appreciating, valuing the best of what is

2

Envisioning what might be

3

 Engaging in dialogue about what should be

4

Innovating, i.e., what will be

Swinging pendulum for learning organizations Cooperrider and Srivastva

(1987)

2 – 1 RECIPROCAL LEARNING FOR INQUIRY BASED ON VARIETIES AND DIFFERENCES

Sustainable Learning Organizations for Inquiry

Sharing vision and philosophy

Dialogue and valuing variety

Deepening practices and change

Teachers' Adaptive Learning Results in Varieties

 The same discipline and similarly shaped seating arrangements have different intentions and functions. Teachers design their seating in the classroom to fit their educational goals, situation, and contexts.

Cycle of Learning for Inquiry

Sharing philosophy

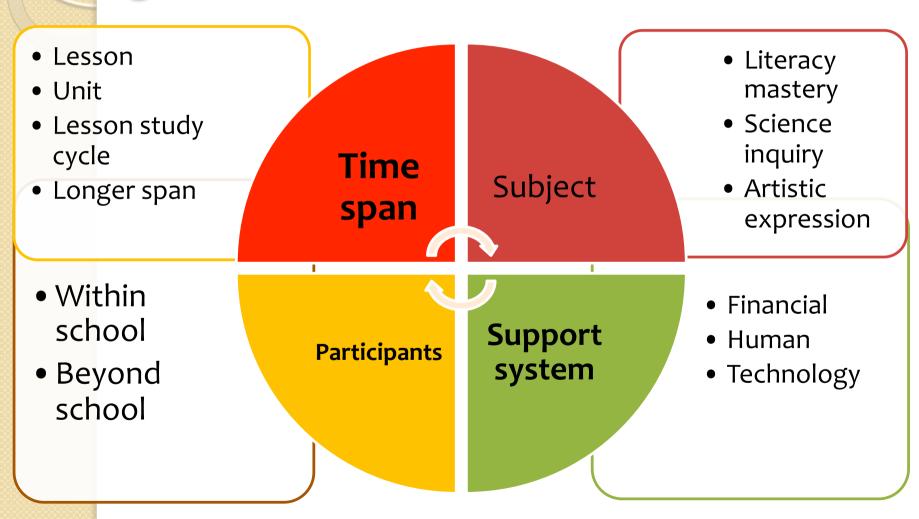
 Making learning visible and observing learning processes (using tools and recoding)

 Finding excellence and making meaning from differences and varieties

- Sharing concrete images from cases of teaching practice and abstracting design principles
- Generating school-specific jargon

2 – 2 MAKING THE LEARNING COMMUNITY OPEN TO THE PUBLIC BEYOND SCHOOL

Factors Related to the Quality of Progress of Lesson Studies



Making School Open and Connecting with Outside Networks For Sustainability

Heterogeneity of participants

- When the members attending case conferences are heterogeneous, the discussions regarding the explanation will tend to be more theoretical.
- It is difficult for participants to feel stable and accepted.

Perspectives from multiple timespans

- Teachers have perspectives based on longer timespans and they make aware of their ideals and children's development.
- It is difficult for teachers to develop basic teaching skills.

Lesson study by teachers' collaboration between daycare center, kindergarten and elementary schools(Shinagawa)







Human Resources and Cultural Resources Supporting Lesson Study in Japan

Local board of education supervisors Teachers' **School** University network teachers beyond researchers schools **Publishers**

Expert Supervisor's Narrative (Ishii, in press)

- It is difficult for me to provide comments related to quality of education after visiting a school only one time. Although I can identify many facts and points through lesson observation, these surface-level points are not the truth of the lesson for the teacher and the school. This is only one event embedded in the continuous everyday school lives of these teachers and students. There is large amount of background information and history in one lesson.
- Therefore, supervisors should pay attention to such background history. Supervisors are supposed to use their imagination to infer the reality of teachers' lives. Do I have such ability? Every time I visit a school, my heart is trembling

in fear, (Note to author: it appears that you ended in the middle of the sentence here. As a result, your intended meaning is not clear. Please finish this sentence.)

Cont.

- Supervisors have to be aware of these burdens and take responsibility for such school visits. This is a big challenge for myself.
- Schools can change only as a result of the power and actors within the school. Even if the supervisor tries to push for school innovation, a school cannot change due to external power or pressure. However, the supervisor's role is very important because he/she can inspire teachers within the school.

For Building up Sustainable Learning Communities

W. B. Yeats says, "Education is not the filling of a pail, but the lighting of a fire."

Lesson study for learning community is a public space for lighting teachers' mind and hearts to improve for higher quality of lesson and innovative school.

Teachers and supervisors are professionals who can develop by feeling the joy of children's growth and colleagues' professional development.

Thank you for your attention! 訓謝