# *Significance of professional learning community(PLC) and lesson study (LS)in Korea*

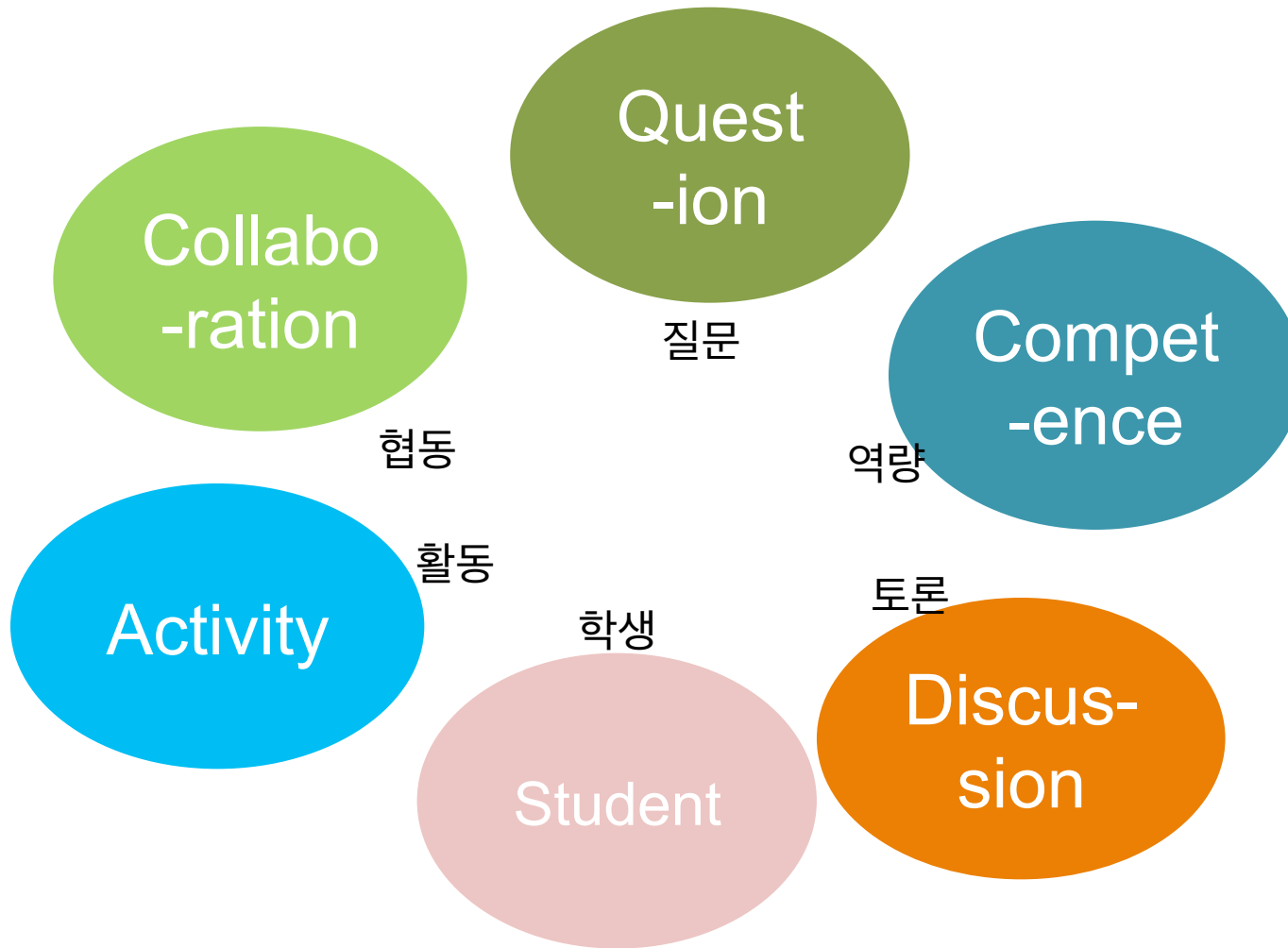한국에서 전문가 학습공동체와 수업연구의 의의

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# 21st Korean education=Innovation.

- Korean education in the 21st century is re presented by 'innovation'.
- The emergence of **innovation schools**
- What will you innovate in school?

→Lesson Innovation(수업혁신)

# Keywords of Korean Lesson innovation

( 한국수업혁신의 키워드)

# New task

- Recently, one of the new challenges in Korean school education is **to create an Professional learning community**.

(최근 한국 학교의 새로운 과제= 전문적 학습공동체만들기)

- The style of the PLC in Korea is in-school training in the learning community. (방식: 배움의 공동체의 교내연수 방식)

-  Class Opening and Lesson Conference(수업공개와 협의회)

→Does the Lesson Conference contribute to the professional development of teachers?

(수업연구협의회는 전문성 개발에 도움이 되고 있는가?)

→  What do the teachers study at the lesson conference?

(수업연구협의회에서 무엇을 배우고 있는가?)

# In this presentation

1. What are the differences between the traditional lesson study in Korea and that of professional learning community? What are the similarities?(전통적인 ls 와pls의 공통점과 차이점을 통한 관계)

 2. How does professional learning community's lesson study contribute to teacher development?(전문적학습공동체의 기여?)

3. What factors contribute to the success or failure of professional learning community?
(전문적 학습공동체의 성공 및 실패를 통한 의의)

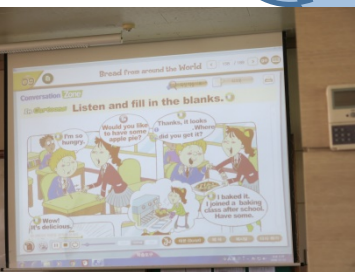# 1.Conversion of lesson study in Korea
## 한국에서 수업연구의전환

A

B

MIC
textbook
blackboard

| | **Research class**<br>연구수업 | **Lesson study**<br>수업연구 |
| --- | --- | --- |
| Purpose | Teacher's Assessment | Professional Development |
| Research –subject | School board, principal, parent<br>(Lecturer≠ researcher) | Teacher<br>(Lecturer = researcher) |
| Research –method | Quantitative method<br>(check list) | Qualitative method<br>(Participative observation) |
| Teacher's study | Class management | lesson study |
| precondition | Open class | Open class |

# 2.Growth of teachers as Professional
(교사의 전문가로서의 성장)

- Classroom research in Korea is the meaning of lesson study by teachers.

(한국 수업연구=교사들의 수업연구)

- Teacher's Lesson Study

  = Professional learning community

- Birth of a teacher as a professional
    (전문가로서의 교사의 탄생)

# 3. Teachers' learning at the lesson conferenc e(수업연구협의회에서의 교사들의 배움)

## 1. Research on the method of professional learning com munity(전문적 학습공동체의 방식에 대한 조사/초등)

| | Opinions  on the professional  learning community |
|---|---|
| 1 | **It is a waste of time for everyone to announce at the lesson conference**.  (협의회 참석자 모두 의견을 말하는 것은 시간낭비/ 부담/반복적) |
| 2 | **I would like to invest more time in the conference before classes than the council after class**  (수업 후 연구보다 수업 전 준비 등 연구에 시간에 더 투자하고 싶다) |
| 3 | . **The lesson conference want to do like a tea party  feeling** (티파티분위기로 하자/분위기가 딱딱하다—농담,웃기기) |
| 4 | **open class  and lesson confersnce  centered on the same grade** ( 전체 공개보다 학년중심연구회로 하고 싶다) |

# 2. PLC-implemented School, 1st Year

- A school reform based on the ideas of School as Learning Community. Starting this year, it has implemented open class and lesson study discussion(in other words, professional learning community).

- Not many teachers actually design their lessons based on SLC.

- The open class consists of groups of 4 students each.

- Each teacher observes one group of students. Afterwards, the teachers join the post-class discussion and present their opinions and impressions of each student group.

"Won-woo has written, "it is a good idea," and his teacher asked him to include the reason. The students were encouraged to focus on the class materials by reading them together. Choice (A) had a negative impact on the environment. Everyone was encouraged to actively seek out a solution and reflect on their consumption habits."

**"원우가 '옳은 생각이다'라고 기록해서** 선생님이 이유를 써 보라고 했다. 읽기를 다 같이 하여 자료에 집중하게 했다. (가)는 환경에 안 좋은 영향이 많았다. 다같이 해결하여 구체적으로 찾아보고 자신의 소비 생활을 돌아보기를 제안한다."

"One student in a group did not speak much. Hyung-joong completed his worksheet with the help of his friend. Lee and Han were asked questions, and they asked for help from other students because they did not know the answer. They did not understand the materials of the first and second worksheets"

모둠원이 말이 적었다. 손톱 뜯기를 자주 했던 형중이가 친구 도움으로 활동지를 완성했다. 이OO, 한OO에게 질문했는데 답을 잘 못하니 다른 친구에게 도움을 요청했다. 활동1,2는 내용 파악을 못했다

# PLC-implemented School, 7<sup>th</sup> year

- A school that has implemented SLC for 7 years

- The teacher has been in this school for 3 years.

- All of the school's faculty, including the principal and the vice principal, particiates in open class and lesson study discussion.

"We must design the worksheet such that it encourages students to exchange ideas. <span style="color:red">Communication leads to learning</span>. When each group was tasked to work together and write their own poetry, Chae worked on it with confidence.

" 이 수업에서 공유를 잘하면 큰 배움이 일어난다는 것을 보았다. <span style="color:red">정답이 아닌 자기 생각을 나누는 공유가 되도록 고민해야겠다</span>. 왜 아이들이 만족할 만큼 안 되는가? 학생 공유 내용이 의미가 있을 때 경청한다.

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Jin speaks in a self-centered manner. Sometimes it comes off as aggressive. How would Kwan and Min collaborate with other students? There was never a pause in their communication. Why were they given 2 poetry worksheets? It encouraged them to engage in a two-on-two communication"

"진은 자기 중심적으로 말한다. 공격적이다. 관이와 민이는 다른 아이와는 어떻게 협력할까? 서로 대화가 끊이지 않았다. 시를 해석하여 콘티를 짜는 것이 어려운데 왜 하는가? 콘티 활동지를 왜 2장 주었을까? 2:2로 대화를 하게 되었다.

"When students were on activity #3, they did not understand the teacher's intentions. But with the teacher's assistance, they could focus on their work well. In math and English classes, there is usually a great disparity in student participation between students who understand the material and students who don't. In a group settings, however, every student was speaking and communicating actively. The worksheets given to them did not have one "correct answer" and encouraged the students to share ideas. It helped the 1$^{st}$ graders to not only study and focus, but also get to know each other."

. 수학, 영어 시간에는 잘하는 아이와 못하는 아이의 발언 횟수가 굉장히 차이가 많이 나는데 4명이 다 동등하게 저마다 자기 이야기를 하는 모습이 안심이 되고 매우 좋았다. 그런 이유는 활동지의 질문이 누가 보아도 정답이 있다고 말 할 수 없는 것이어서 아이들이 활발하게 참여했고 그런 점에서 **활동지 질문이** 좋았다. 서로의 생각을 나눌 수 있는 구성이었다. 공유할 때 발표한 내용을 참고로 학생들의 이야기를 확장하여 "

Students were given two graphs, and they actively discussed on why the statistics changed between them. I felt that preparing a lot of text for the lesson had little effect on their active engagement with the materials. I felt that I should focus less on over-preparing for the lesson with text and focus on their communication instead.

그래프 두 개를 가지고 아이들이 "왜 이 수치가 줄었지?"하면서 이야기를 (활발하게) 나누었다. 나는 아이들의 말문이 트이도록 하는데 많은 양의 텍스트를 준비하고 그런 것이 효과가 없다는 걸 알면서도 준비하는데 수업의 과도한 욕심을 비워야할 필요가 있다고 개인적인 생각을 해봤다. 성찰

# In conclusion

- Professional learning community = teacher's lesson study

- Growing a teacher as a professional (by Donald Schon reflective practitioner)

- The process of teachers learning

1. Speak only what is visible (눈에 보이는 것/잔다,카메라,참관자등)

2. Talk about my lesson (나의 수업)

3. The meaning of learning (배운다는 것, 학생이라는 존재)