

# Commentaries in the Plenary Session 2 Entitled “Partnership to Sustain Lesson Study”



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# Presentations by Prof. Tatang Suratno and Prof. Hiroyuki Kuno

➤ Prof. Tatang Suratno

What Partnership in Lesson Study For ?

➤ Prof. Hiroyuki Kuno

Establishing Reciprocal Partnership for Curriculum  
Implementation: Lesson Study as a mediator for  
connecting between classroom and national curriculum

# Introduction: Three Features of Partnership in Lesson Studies

## ➤ Partnership between University and School

Critical Points of Sustainability: Vision for Reform, Reciprocity, Continuity, Collaborative Research, Balance of Leadership of University and Autonomy of School, Face to Face Communication, Resource and Fund.

## ➤ Partnership between School and Local Board of Education

Combining Bottom Up Approach with Top Down one.

## ➤ Partnership between educational researcher and teacher

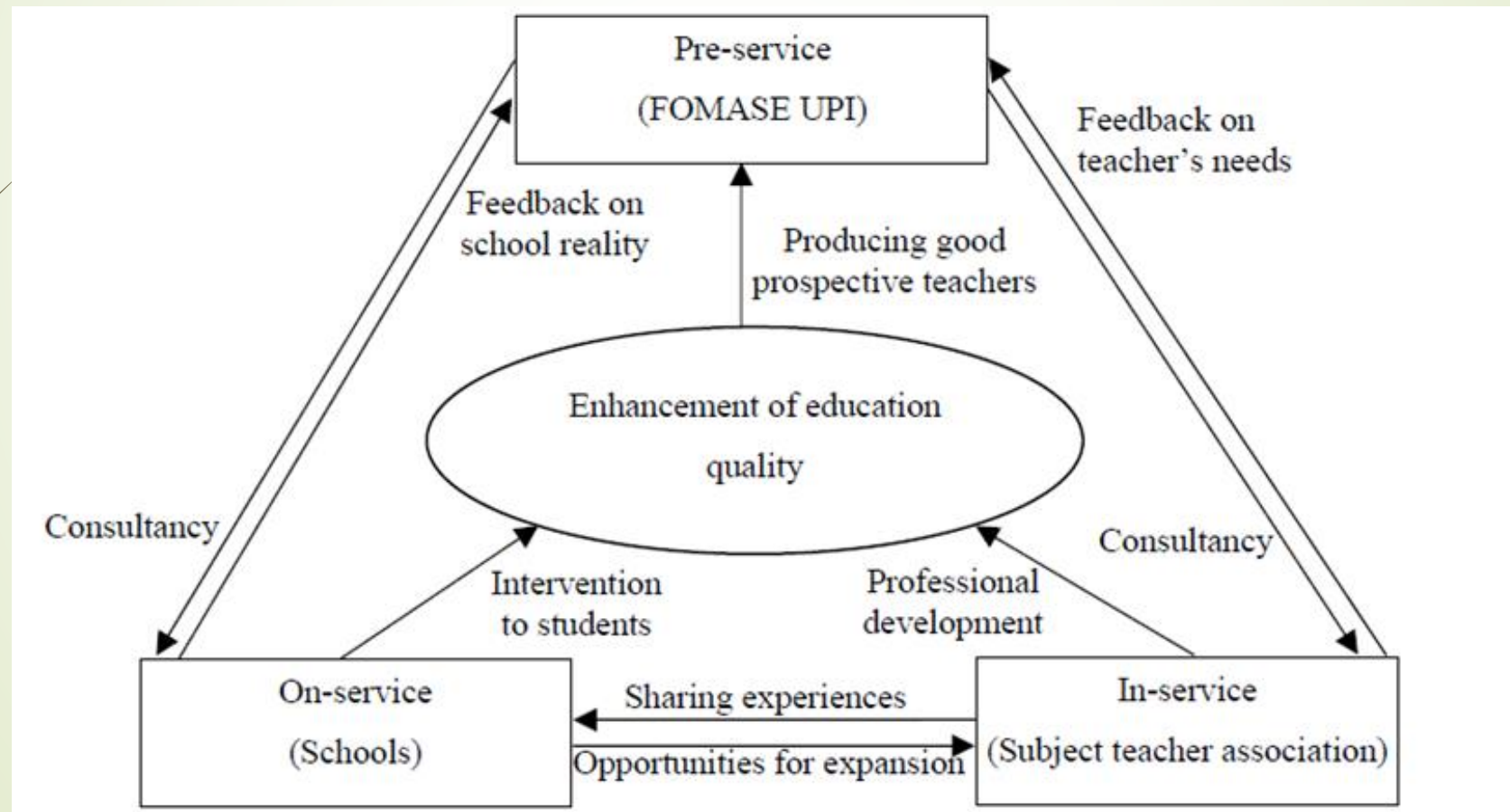
Critical Points of Sustainability: Trust, Mutual Respect, Common Vision, Knowledge Sharing, Openness inside and outside of the Two, Action Research on Collaboration.



# Prof, Tatang

- Prof. Tatang shows us his partnership with teachers for the past 15 years, reflecting the change of his ideas about lesson study. The critical points he has faced with were often political and sometimes theoretical,
- The political issue was derived from a gulf between competence oriented educational policies and his creed of doing lesson study based on School as Learning approach,
- Prof. Tatang claims that sharing common goals and common responsibilities relied on mutual trust are the keystones for partnership between university professor and teachers.
- In particular, I am impressed with Prof. Tatang experience of establishing partnership with teachers through struggling against prevailed discourses of learning and collaborative learning.

# Three Areas of Partnership By Prof. Tatang: The Center is “Enhancement of Education Quality”



# Prof. Kuno

- Prof. Kuno differentiates the following 5 aspects of “partnerships” around lesson study,
- 1) teacher-teacher, 2) school – school, 3) school (teacher) – university 4) school – community 5) school – local government
- Prof. Kuno reflects the past three cases, new competence oriented learning, Integrated learning, and proposes a partnership for curriculum implementation through lesson studies.
- Prof. Kuno proposes that “curriculum feedback” through lesson study enhances “partnership” among nation, state/city and schools.



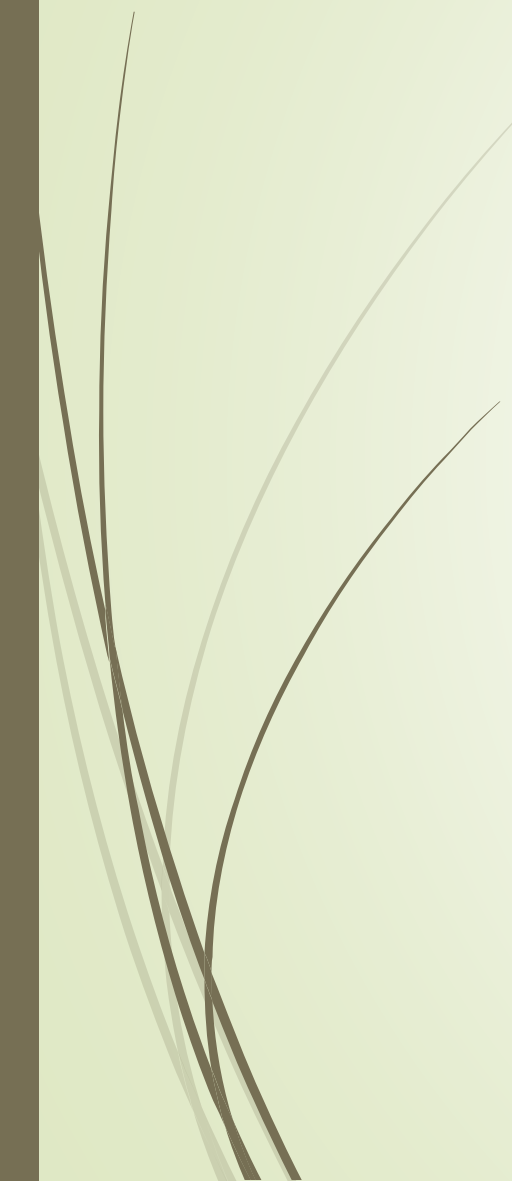
# School – University Partnerships in LS

Four types of school – university partnership in LS.

- < TYPE A> Professional Development School : School cooperation in teacher education by university.
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- <TYPE B> Pilot School; University assists school innovation usually being supported by Local Board of Education
- <TYPE C> Experimental School: University Project collaborated with School or Local Boards of Education
- <TYPE 4> Ad- Hoc Project School: Special topic arranged by university in terms of cooperation of school



# Researcher – Teacher Partnership in LS

- ▶ Three types of researcher – teacher partnerships in LS.
  - ▶ < TYPE A > Research oriented partnership
  - ▶ < TYPE B > Practice oriented partnership
  - ▶ < TYPE C > Mutual learning partnership
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# Partnership in Action Research: Integration of “Insider View” and “Outsider View”

- Kurt Levin, a social psychologist who originated “action research” in 1950s, regarded action research as a tool of democratizing social organization and also to transform psychology from natural science to social science.
- For Kurt Levin, action research is an enterprise of partnership of collaborative study through integrating insider view of practitioner and outsider view of researcher.

But, most cases of action research in education fail in constructing fruitful partnership.

Because, educational researchers who can learn from teachers are unfortunately very few, and because most teachers do not resist authoritative behavior to teachers and depend on it.

# Three Dimensions of Design and Reflection of Lesson Study: Joint Learning in Action Research

- ▶ Lesson study is an enterprise to innovate the following conventional frames which are embedded in teaching and learning and bounded them explicitly and implicitly.
- ▶ The first frame is “**discourse frame**” The second frame is “**activity frame**”. And third one is “**contextual frame**”.
- ▶ Design and Reflection of Lesson Study are the very process through which teachers and students are emancipated from such stable frames, and are liberated to detect a way to “**reframing frames**”.
- ▶ But, it is a hard and tremendously intellectual work to do “reframing the dominated forms” of three dimensions of discourse, activity and context.
- ▶ The traditional lesson study, which is also traditionally framed as a aligned process, < subject matter study ⇒ planning lesson ⇒ observation of lesson ⇒ evaluation of teaching and learning thorough reflection on pre-determined lesson plan>. How to reconstruct the dominant frames is most critical.
- ▶ The lesson study of SLC, which I invented about 25 years ago and today introduced by Prof. Sumar and Ms. Huang, is an alternative one for considering the above three dimensional “reframing frames”.

# Learning Each Other: Beyond Power Relation of Authority

- Lesson study is basically a joint enterprise in accordance with some partnerships, such as school and university, school and local board of education and educational researcher and teachers.
- Lesson study which is not equipped with any partnership, can not be sustainable. Therefore, sustainability of lesson study mostly depends on quality of the partnership.
- If sustainability of lesson study depends on quality of partnership, we must explore the “quality of partnership”. What are the critical points which determine the sustainability of lesson study ?
- I suppose, the critical ones are equitable relationship between university and school, or educational researcher and teachers, in other words, learning each other relationship is the first priority. And this is the most difficult because in power or authority both are not equitable and even equal. So, making partnership in LS is always border crossing.
- Fortunately, even though partnership in LS is one of the most sensible, fragile and even vulnerable matter, we know ample successful cases which we all should learn.

# Conclusion



- In any case, only educational researcher who are able to learn from teachers and autonomous teachers collaborated with them, can prepare sustainable partnership.
- Educational researcher is not a teacher of teachers, but a co-learner with teachers and even a learner from teachers and children.