# What partnership in lesson study is for?

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# Introduction

- Partnership in education sector is ubiquitous .
  - University-School partnership
    - Professional practice/Teaching practicum
    - Collaborative research
    - Linking theory-practice.
- Not all partnerships are dialogic and deliberative praxis.
  - Various factors influencing partnership.
    - Macro: Goals, Roles, Responsibilities, etc.
    - Micro: Communication, Coordination, etc (micropolitics).

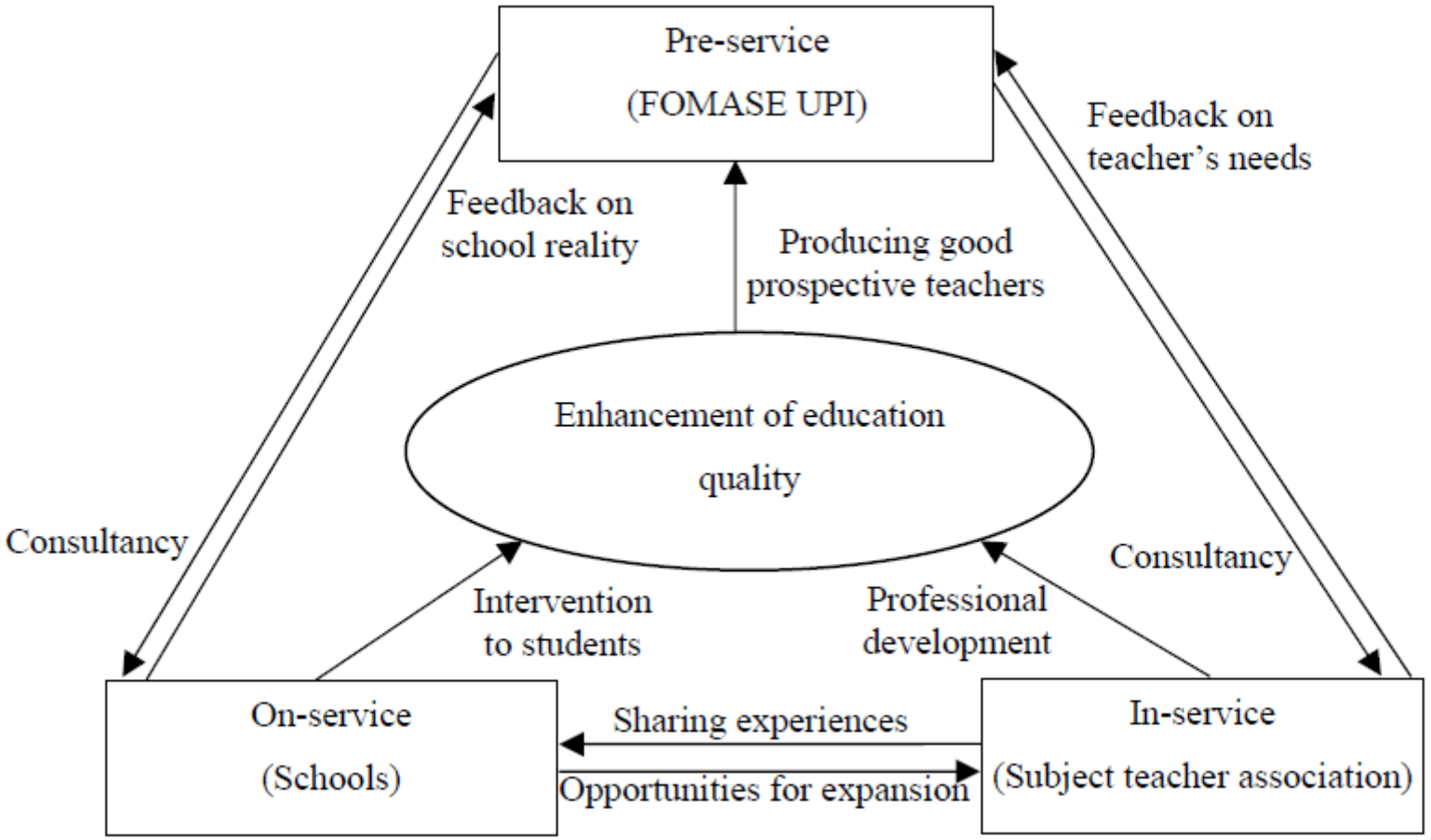
# Partnership in LS: Indonesian case

- The challenge of establishing and sustaining partnership in LS.
  - A retrospection to Indonesian LS projects (1998-2013)
  - A projection to the future of Indonesian LS.
- Engaging with the question of educational purpose:
  - Lessons from primary Science lesson.
  - “Welcome to wherever you are!” [Bon Jovi]

# Partnership in LS: Framework

'Simoultaneous Renewal' of TEI and School (Matoba et.al, 2007)

**Three functions:**
Teaching, Research, Community Service




1. Entire School LS **(ESLS)**

3. Teacher Network LS **(LS Club)**

2. Subject Group LS **(SGLS)**

# Indonesian Lesson Study Projects (JICA)

Reflective practice | Collaborative Learning | Collegiality | Lesson Design

TPD-LS | LSBS and LSMGMP | LSC

Teacher Edu Governance

School-based Management

IMSTEP 1998-2003

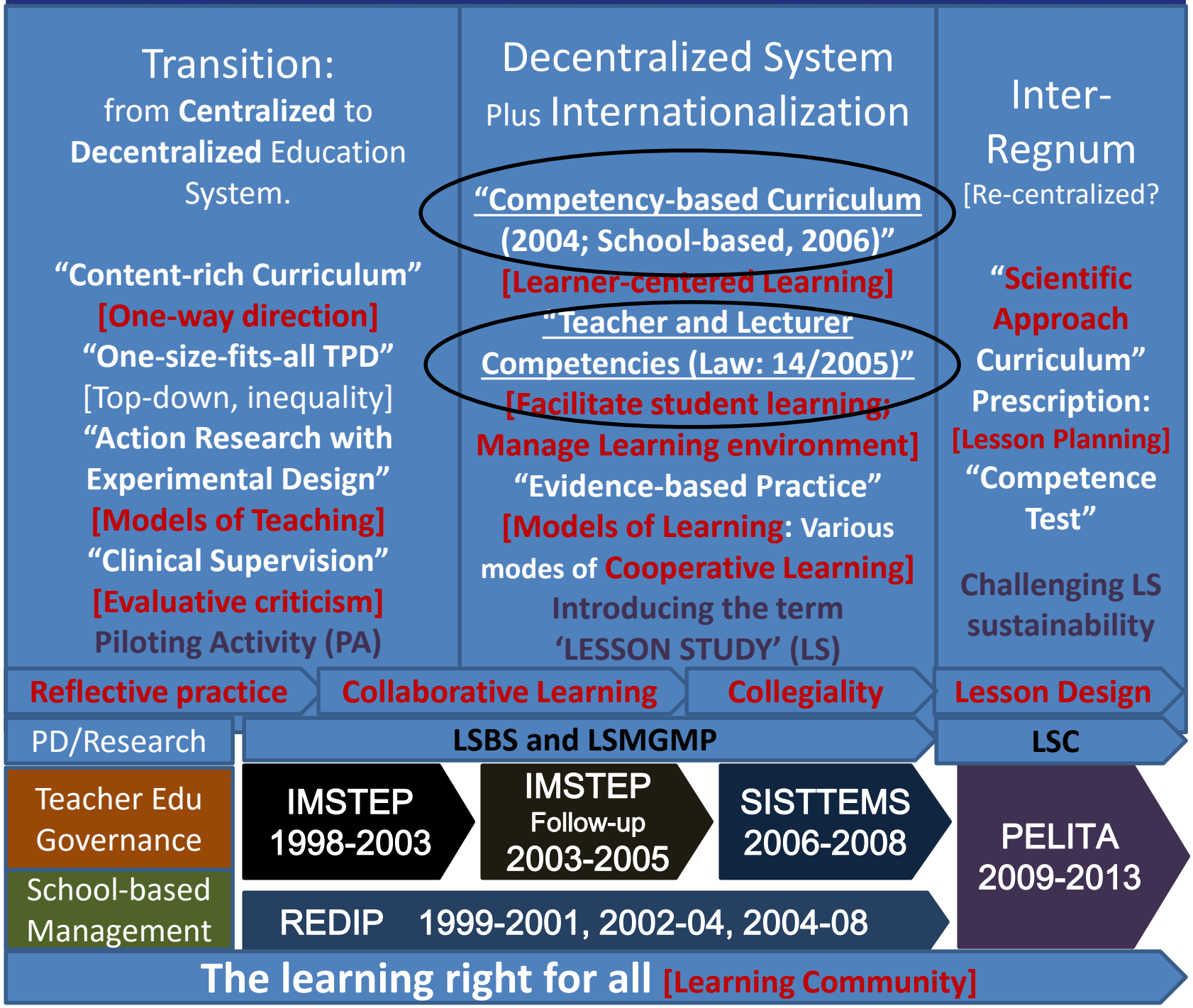
IMSTEP Follow-up 2003-2005

SISTTEMS 2006-2008

PELITA 2009-2013

REDIP 1999-2001, 2002-04, 2004-08

**The learning right for all [Learning Community]**


Transition:
from Centralized to Decentralized Education System.
"Content-rich Curriculum"
[One-way direction]
"One-size-fits-all TPD"
[Top-down, inequality]
"Action Research with Experimental Design"
[Models of Teaching]
"Clinical Supervision"
[Evaluative criticism]
Piloting Activity (PA)
Decentralized System
Plus Internationalization
"Competency-based Curriculum (2004; School-based, 2006)"
[Learner-centered Learning]
"Teacher and Lecturer Competencies (Law: 14/2005)"
[Facilitate student learning; Manage Learning environment]
"Evidence-based Practice"
[Models of Learning: Various modes of Cooperative Learning]
Introducing the term 'LESSON STUDY' (LS)
Inter-Regnum
[Re-centralized?
"Scientific Approach Curriculum"
Prescription:
[Lesson Planning]
"Competence Test"
Challenging LS sustainability
Reflective practice
Collaborative Learning
Collegiality
Lesson Design
PD/Research
LSBS and LSMGMP
LSC
Teacher Edu Governance
School-based Management
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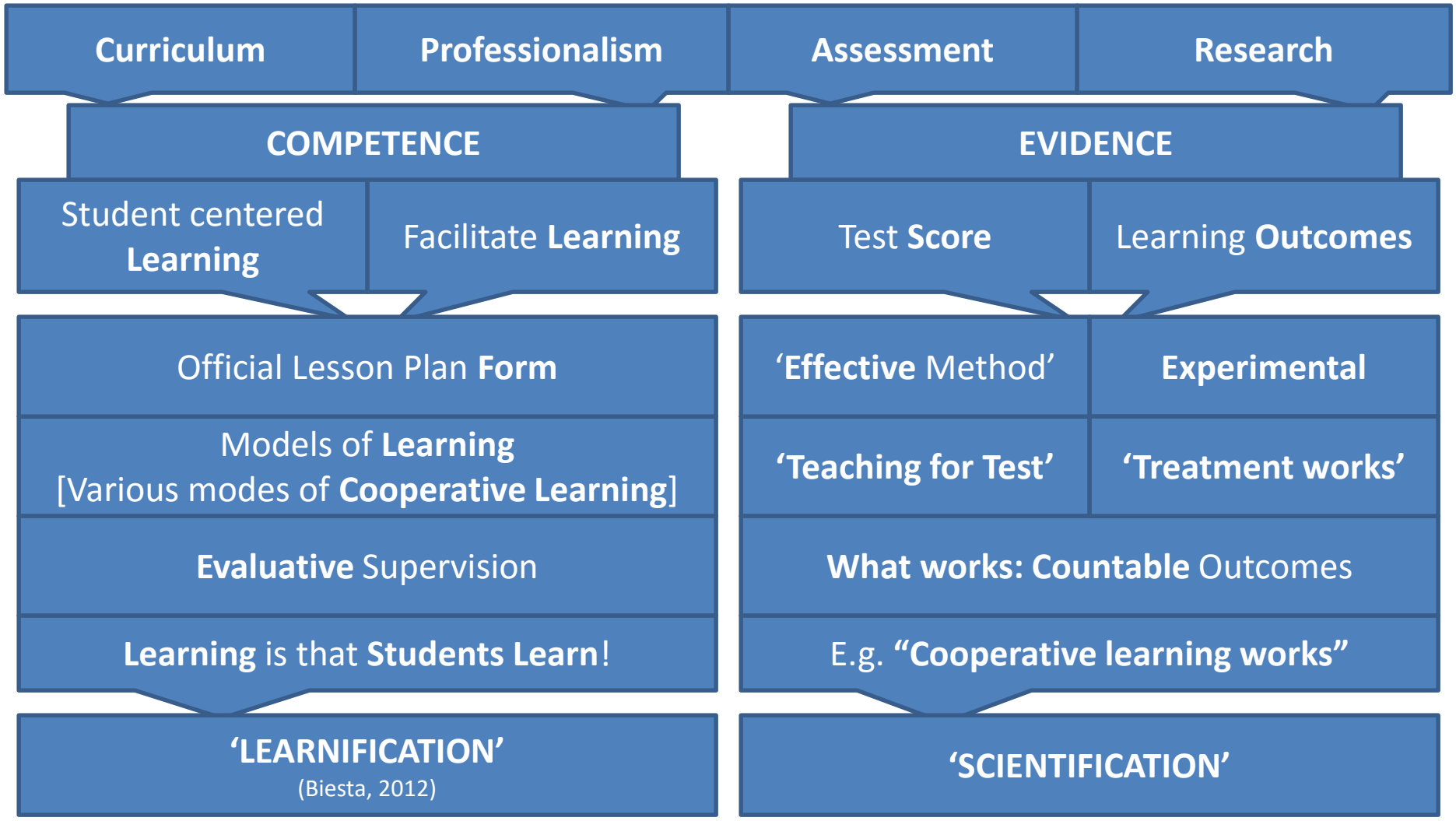
The learning right for all [Learning Community]

# The Interplay: Truth Game

- **Teaching vs. learning**
- **Teacher-centered vs. Learner-centered.**
- Models of teaching vs. models of learning.
- **Cooperative learning vs. collaborative learning.**
- Lesson plan vs. lesson design.
- Top-down vs. bottom-up
- Formal vs. informal

# Emerging Discourses



# Partnership in LS: A Space for Dominant Discourse?

- Foucauldian Power/Knowledge; Bakhtinian Authoritative-Persuasive [Dialogue].
  - Hegemonic discourse exerts **multiplied influences** to various educational practices.
  - **Authoritative rule for action** [**Uniformity**] that imposes educators to adjust their way of talking, doing and relating to such ideas.
  - It is not only reduces the diversity of educational practices, but also establish **un-educational way of thinking** about education.

# Activity over Aim

- ESLS and SGLS practitioners tended to focus on the determination of classroom activity, i.e. **learning models**. They ignore what the **lesson's objectives** and how classroom interaction that will be built.
- Although they claim to use cooperative learning, in fact just a few students who dominate group interactions. **Cooperative** learning becomes common sense because it finally encourages **competition** among students.

# Making number over making sense

- **Making list** teacher's teaching through particular indicators {e.g. "You did not do this item (e.g. stating the purpose of the lesson)"].
  - Determining the 'good' or 'bad' teacher/teaching.
- **Counting** student(s)' learning [e.g. "I observe 80% students learned, and only 20% were passive"]
  - Determining the 'good' or 'bad' student/learning.
- Focus of Attention: **Talking** about teaching and learning; **Talking** about teacher and student.

# Is it educationally desirable? (Biesta, 2012)

- **Although** LS provides **space for the socialisation** of professional culture, but if there is too much emphasis on 'countable evidence of competence', it will **ignore** the other dimensions.
- **The identity** of LS practitioners and their **personal transformation** develop into the **unexpected direction**.
- Cooperative learning that promoted **competition**, nurtured **contrived collegiality** among educators and shaped teachers formation toward the fulfilment of all matters that **unrelated to the overall development** of their students (Suratno, 2013).

# Working Against Prevailing Discourse: **Educative Experience with Example**

# Working Against Prevailing Discourse: **Educative Experience with Example**

- 1. Dispatched experienced Japanese teachers to **model** a good practice of teaching [e.g. Masaaki Sato sensei, Sumedang 2008]:
  - The importance of **formulating goals** while predicting and anticipating the responses of students at every stage of the lesson.
  - The significance of **collaborative learning** which is facilitated by a series of engaging tasks.
  - New eyes and ears for classroom observation and reflection: **Learning from students.**

# Working Against Prevailing Discourse: **Educative Experience with Example**

- 2. Established informal network of **Lesson Study Club** directed by Ryo Suzuki sensei [2010].
  - Founded for **determined teachers** within and across schools, organised flexibly and avoided numerous formality-bureaucratic challenges and other incentives.
  - '**The fusion with children**' in Design and Reflection.
  - New eyes and ears for collegiality in reflection forum: **Learning from your colleagues**.

# What is **learning**?

- Education [social praxis]: **teleological** and **pragmatical** practices [human action and interaction] constituted by **aims and consequencies**.
  - Learning is not that students learn, but they learn **something** [knowledge] from **someone** [relationship] for particular **purpose** (Biesta, 2012).
- Partnership in LS: Professional Learning Community **aims to …?**

# The Case of LSC, Malang

[State Univ. of Malang and Local Education Office]

- A small club for those who aspire to learn and practice LS fruitfully in.
- Monthly meeting started from mid of 2014.
- 2-3 days activity: Design-Reflection-Redesign; and workshop.
- Mrs. Elly, a public school teachers, was the first model teacher  both for ‘open class’ [1 lesson] and ‘open house’ [whole unit].
- Last meeting: September-October 2015

Kesimpulan
telur → ulat → kepompong → kupu-kupu
Metamorfosis
tambah kalimat
detail (fokus)
membuat pertanyaan
Analisa
Perubahan Hewan
perubahan
telur → kupu-kupu
metamorfosis
langkah-langkah
cara memerihara
salit
perhatikan
lingkungan
makanan
suhu
jenis
kondisi
menulis
observing
bentuk
ukuran
warna
tekstur
pengamatan
observasi
pagaimana situasi
ungkap
Kenapa
berpikir
Analisa
catat
METAMORFOSA KITA
Tujuan:
Siswa bisa Observasi
gambar
menulis (keadaan)
menulis (Discovery)
menulis (Analisa)
menyimpulkan
dpat mendalami
Suka ulat (kupu-kupu)
Suka mengamati
Anak Ulat
Guru Kepompong
Kelas Kupu-Kupu
Enzo
Perdiam
tak tertarik
maih sendiri
tak dengar
dasar
ganti daun
Tulis Suhu
Ambil kertas
kertas dipasang
Kedisiplinan
Tambah kalimat
Siap Sendiri
mengamati fokus
gambar
Sharing hasil ulat hari ini
ukur hari ini
Antusias
cara nya??
Sharing cara catat
bisa membuat sendiri
bangga!!
Yeh, hari ini juga ada wkt observasi
Oh, ko ulat saya
Setiap hari berubah
hari ini 1cm sedangkan
Warnanya hari ini semakin
Hijau Tua Kenapa ya?
Mungkin karena makan daun
berarti warna ulat dipengaruhi makanannya.
Senang sekali karena
karya saya dipasang dan
ada komentar Guru.
Saya bisa belajar cara
menulis, gambar, observasi
dr Teman-teman, karena
bisa lihat karya teman
0
4
8
12
METAMORFOSA KITA
Anak Ulat
Guru Kepompong
Kelas Kupu-Kupu
Enzo
Perdiam
tak tertarik
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Kedisiplinan
Tambah kalimat
Yeh, hari ini juga
ada wkt observasi
Oh, ko ulat saya

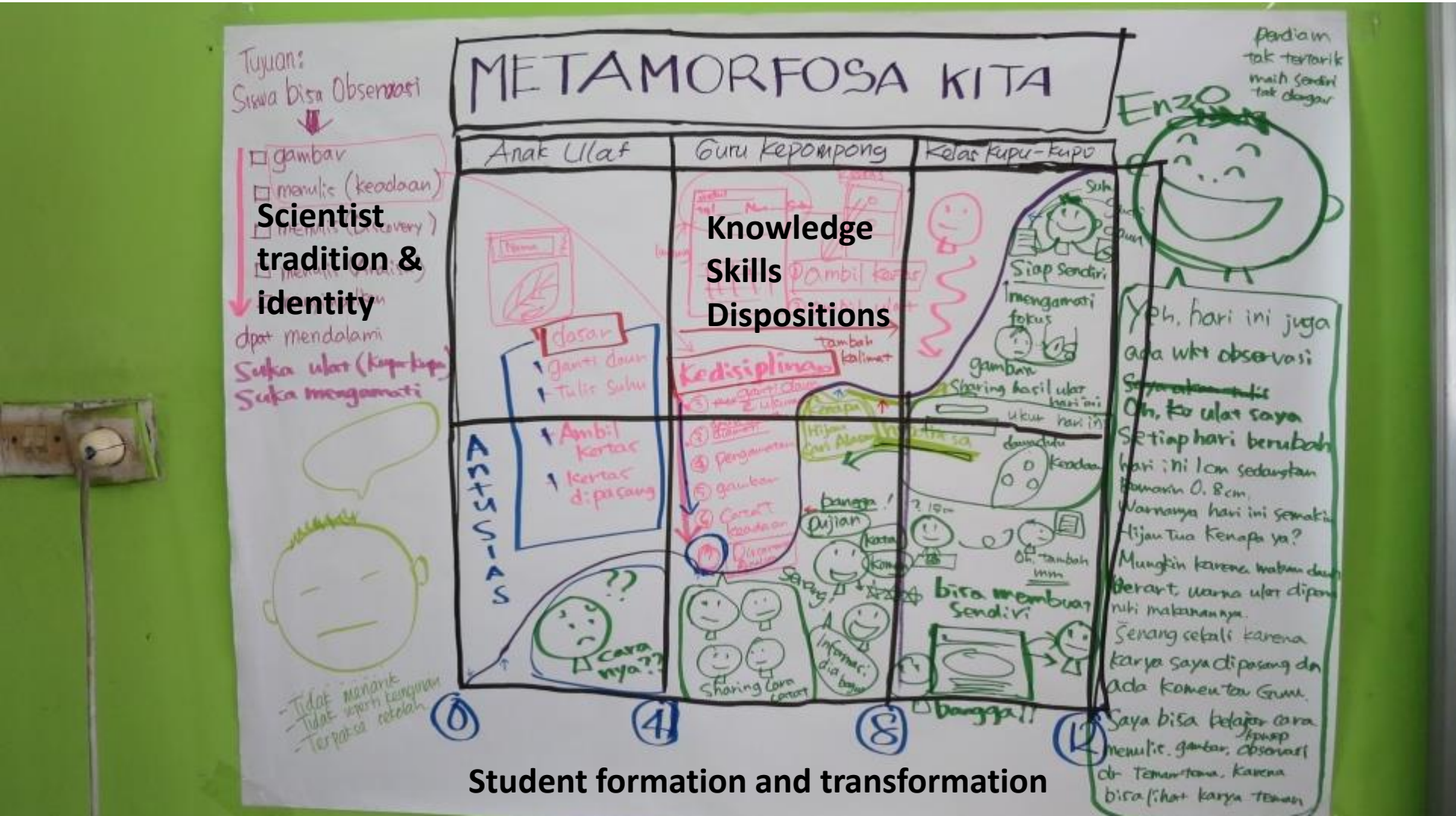
# The Multidimensionality of Purpose

(Biesta, 2012)

- Qualification
  - [knowledge, skills, dispositions]
- Socialization
  - [tradition and identity]
- Subjectification
  - [self formation and transformation]

- The interplay:
  - opportunities for synergy and the potential conflict.
  - to run a balance on the multidimensionality of educational purpose:

# Metamorfosa **KITA**
# **OUR** Metamorphosis



# The story of our lives: Butterfly Effect

- **Naura** learned from the metamorphosis of **butterfly** named Ridho, Rima, Rina, and Riski.
- **Mrs. Elly** learned from the metamophosis of **Naura** and her classmates.
- **My colleagues and I** learned from the metamorphosis of **Mrs. Elly and her pupils**.
- We retrospect our next **cycle of metamorphosis**.

# From Mrs. Elly's case

- Partnership in LS is about '**the educational metamorphosis of all involved**' aiming at **human goodness and flourishing**.
  - The role of **value or moral judgment**: 'about what is to be done' ~ Aristotle's 'Phronesis'
  - **Practical wisdom** that denotes a certain quality or excellence of the person.
  - It is about **human virtue** that characterizes the ability to make wise educational judgment.

# From Mrs. Elly's case

- It is not about how we can learn phronesis, but **how we become an educationally wise person**.
  - Wisdom comes with experience or encounters with other **phronimos** (wise men).
    - E.g. Masaaki Sato-sensei; Ryo Suzuki –sensei.
    - (in Mrs. Elly's case, one of the raising wise men is the student).
- **Virtuosity** in making wise educational judgments.

# Welcome to Wherever You Are!

- Competence, Evidence, or Wisdom?
- Educational Judgment:
  - Partnership in LS is as a ‘strategy’, ‘working framework’ or merely a ‘rhetoric’?

- **Be who you want to be, be who you are,**
- **Everyone's a hero, everyone's a star.**

# Asia Future Education Center

**For making a good failure to happiness**

Share with Mrs. Elly and colleagues on-line.

Narratives in Bahasa, Japanese and English.

**Asia Future Education Center**

# Meet and Greet LSC Members of Malang
# 7th Indonesian Conference on Lesson Study, November 2016 in Malang

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