

i-Sym-02

Shifting practical mindset – ECEC teachers' learning process through lesson studies

Organizers:

Riyo KADOTA, Ph.D, *Seinan Gakuin University*

Kiyomi AKITA, Ph.D, *University of Tokyo*

Chair:

Kiyomi AKITA, Ph.D, *University of Tokyo*

Discussant:

Christina LIM-ARASARATNAM, *National Institute of Education*

Presenters:

Riyo KADOTA, Ph. D, *Seinan Gakuin University*

“Lessons from the Lesson Studies : Preschool Teachers’ Ways of Shifting their Practical Mindset through Joint Lesson Studies with Elementary School Teachers”

Marn-Ling Shing, Ph.D, *University of Taipei*

Yu-Pei Chou, Ph.D, *University of Taipei*

“From Teacher - directed to Induction by Teachers: Preschool Educators’ Learning Processes about Inquiry-oriented Curriculum”

Mugyeong Moon, Ph.D, *Korea Institute of Child Care and Education*

“Importance and Performance Analysis on Early Childhood Teachers’ Implementation of the Nuri Curriculum”

In this particular session, ECEC (Early Childhood Education and Care) researchers from Taiwan (Marn-Ling Shing & Yu-Pei Chou), Korea (Mugyeong Moon), and Japan (Riyo Kadota), argue how various types of lesson studies enhance preschool teachers’ learning process and impact their practical knowledge and mindset based on the following three presentations.

Lessons from the Lesson Studies: Preschool Teachers’ Ways of Shifting their Practical Mindset through Joint Lesson Studies with Elementary School Teachers

Riyo Kadota, *Seinan Gakuin University*

Japanese preschool education, kindergarten education in particular, has a long tradition to conduct Lesson Studies. In addition, as a part of professional development, not only a individual preschool institutes but also local governments or preschool organizations start organizing various types of lesson studies in these years. As contents and methods of lesson studies in Japanese preschool settings are diverse, in this particular presentation, I will focus on ways in which Japanese preschool teachers share their knowledge and expertise through a joint lesson study with their elementary school counterparts and examine how the joint lesson study impact both preschool and elementary school teachers’ practical mindset.

From Teacher- directed to Induction by Teachers: Preschool Educators' Learning Processes about Inquiry-oriented Curriculum

Marn-Ling Shing, *University of Taipei*

Yu-Pei Chou, *University of Taipei*

After the enactment of the Early Childhood Education & Care Curriculum Framework (ECECCF) in 2012, preschool educators in Taiwan try to implement the framework in the field. However, it is hard for educators to shift from content-oriented curriculum to inquiry-based curriculum. Usually educators focus on the content knowledge children need to learn rather than the learning process children need to explore. In the session, two types of examples from the on site guidance will be introduced. Finally, the teachers role in inquiry-based curriculum will be discussed.

Importance-Performance Analysis (IPA) on Early Childhood Teachers' Implementation of the Nuri Curriculum in Korea

Mugyeong Moon, *Korea Institute of Child Care and Education*

The importance of professionalism of early childhood teachers has recently been revisited in Korea with respect to equity in terms of quality. Despite initiation of the Nuri curriculum since 2012 to harmonize the quality across different early childhood settings, there are gaps in the implementation quality depending on professional capacity of individual teachers. This study intends to identify differences between kindergarten and childcare teachers as well as experienced and novice teachers in terms of lesson processes (Plan-Do-Evaluate) based on the Importance-Performance Analysis (IPA) (Martilla & James, 1977). A survey on 35 items of lesson processes was conducted with 847 teachers in kindergartens and childcare centers and in-depth interviews with 16 teachers were undertaken. Kindergarten teachers and experienced teachers, compared their counterparts, showed higher scores on importance and performance dimensions in all lesson processes. The areas of high importance, but of low performance in the lesson (that is, priority areas in need of improvement) included 'balancing five learning areas of the Nuri curriculum', 'implementing outdoor play more than one hour daily' and 'using teaching and learning materials with flexibility'. Based on IPA findings, implications for practices and policy are provided for monitoring quality of lessons to enhance professionalism in early childhood teachers.