

Abstract Number: 20426

## School Culture Promotion by Lesson Study : Practices in Four Primary Schools in China

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With the deepening of educational reform, the increasing pressure of school education and the increasing number of administrative affairs, principals and teachers have no time to reflect on the daily education work, lose their educational ideas and directions, and are struggling to cope with chores. At the same time, school education also need to find their own strengths and problems among various policies and slogans, to identify a clear path to promote the school development.

To this end, Beijing Normal University school culture construction research group carried out the cooperation between universities and primary schools in Beijing, Anhui and other places to jointly find the direction of the development for primary education, to mine the tradition of different primary schools, and to further clarify the concept of school development. In this process, in order to make the school culture really promote student learning, to help teachers understand the school culture and raise themselves during their teaching, the group generally adopted the way of case study.

This presentation is cases of this collaborative study. It will introduce the basic idea of school culture construction in Beijing Normal University and the main methods of case study, and how this method was carried out specifically in two primary schools in Beijing.

Abstract Number: 20428

## Situation of Lesson Studies at Graduate School in Mongolia

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In this presentation, we would like to reconsider the current situation and issues of Lesson Studies in Mongolia from a theoretical perspective.

The first time Mongolia introduced the Lesson Studies in rural elementary and secondary schools through cooperation with Japan International Cooperation Agency (JICA) between 2006 and 2013 after the Mongolia's democratization.

As the result of lesson study activities, new teaching materials and curricular were created, and new teacher training programs were carried out. And unlike the socialist period when teachers lectured unilaterally to the students, the teachers became to understand the importance of students' participation in classes. However, according to a survey on level of teachers' understanding about lesson studies conducted by the School of Education Studies, Mongolian National University of Education (MNUE) in 2017, teachers still do not have confidence with the contents of the lessons, teaching methods, or curricular to promote students' participation.

Also, in the same survey, in response to the question "Why do you need lesson studies?", most of teachers answered "to improve the teachers' abilities", and the less number of teachers answered 'for students' participation'. It seems that the purpose of lesson study is biased only toward improving teachers' teaching skills, and it is not seen crucial to improve and promote students' participation through lesson studies.

But we have also made following efforts to understand lesson study deeper.

Firstly, the teacher training colleges (1 national and 3 private) introduced lesson studies including theory of teaching and methodology into their curricular. It means that teacher candidates at the institutes will be obliged to conduct lesson studies as a matter of course.

Secondly, MNUE have been conducting 'teacher Training Olympiad' within institute, and expanded it to the nation three years ago. And lesson study is one of the topics of it. Every year it provides teachers and students with opportunities to discuss the theory, knowledge and experiences of educational methods related with lesson studies.

Thirdly, since the end of the JICA project, the number of Master's and Doctoral theses incorporating with the practice of lesson studies have been increasing (presently 1 Doctoral and 5 Master's).

It is expected that these efforts contribute to the autonomous development of lesson study and its fruitful impact on education in Mongolia.

It is our future task to explore the methods of lessons where each student can participate in classes in a suitable way of Mongolian education and to examine their effects through lesson studies.

## School Based Lesson Study: Lesson Study in School Evaluation

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Lesson study can be consider as one of the approaches for both professional learning and school reform. In this presentation, we describe the nature story of lesson study practice at GagasCeria Primary School and it's application in school evaluation. In the first part of presentation we highlight historical account of our Lesson Study practice. It started from a self-directed initiative (2008-2010) to establishment of a learning community (2011-2013).

The third stages of practice in doing lesson study at GagasCeria (2011-2016) was to collaborate and built networking with external parties outside the school. In this phase, many Lesson study's experts, both domestic and foreign, came to our school. We get many benefits by getting different point of views related to the observed learning. After running about 4 years, the school leader felt that there was an unfavorable pattern especially during the reflection / post lesson discussion session. There was a tendency if the PLD was attended by the outsider / expert, the teachers felt they got different point of view and learned a lot. However, if PLD sessions were attended only by fellow teachers, it felt like nothing new was learned. Ultimately only the voice of the dominant teacher, senior teacher or school leader were heard. Seeing this condition, School leaders felt if this conditions went continuously, we would have a negative impact on teachers learning culture. School leaders set up teams to discuss these conditions. The seven members of teams were formed from teachers and school leaders. The teams discussed and found out the root of the problem. From the discussion sessions, the team found differences in point of view among teachers related to the Image of good lesson. During PLD discussions all participants spoke based on their own experience when they were at school or their wish about good lesson for the children in their class. It seemed that, all those things caused teachers became dependent on external opinion or expert opinion from outside, as they came with a different image or better views related to what good learning is like. At the end of the presentation, we will explain the follow-up team related to our finding. The team recommends to determine the school image of good lesson so that everyone in the school have the same image of good lesson will be like. An interview session with the teacher was conducted. From the interviews we drawn the conclusions and agreements with teachers about two images of good lesson in terms of collaboration and intervention. Both of them aimed to ensure that all children have the right to learn.

Keywords: School evaluation, image of good lesson, Collaboration, class intervention