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TCTP Program: A School University Partnership Lesson Study

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Government of Ethiopia and Government of Indonesia have agreed to conduct the Third Country Training Program (TCTP) in Capacity Development of Mathematics and Science Educators under support of Japan International Cooperation Agency (JICA). The objectives of the program are facilitating the professional learning and sharing experiences between school and university as a collaborative partnership. During the program, the participants and school teachers work together to design and conduct mathematics and science lessons mediated by lesson study approach. This paper points out the valuable lessons learnt from the program that enable participants to exchange ideas, information and experience with Indonesian teacher counterparts to improve their lessons in Mathematics and Science lessons.

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Teacher Empowering through Lesson Study By Bridging Action Research And Collaborative Learning Practice In Professional Learning Community: Satit Pattana School

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Background and Problem:

Being a large-sized private school in terms of its size and its enrollment in a suburb of Bangkok, Satit Pattana School has been highly expected not only to yield not only a high quality of learning outcomes from all parties concerned, especially parents, but also to empower novice teachers with professional practices to respond to the expectation, and to minimize the drop-out rates of both teachers and students.

In consequence, the school administrators started adopting Lesson Study (LS) as an organization development strategy with a group of volunteer teachers in 2013. Since then there has been an evident improvement in teachers' collaboration and practices that doubtlessly assured the direction and approach of the school development.

From 2015, the school administrators and LS teachers have developed guidelines to promote the school as a Learning Community. In 2016 academic year, this effort was further implemented. The guidelines have been practically developed and adopted by teachers of all levels, from grade 1 to 12.

The objectives were to study:

1. the change in students' learning outcomes in relation to the change in the design of learning process and classroom management of the model teachers.
2. the change in teachers' learning and practices through Lesson Study (LS) with Professional Learning Community (PLC) and Classroom Action Research (CAR).

Target Group:

It is composed of 29 elementary level and 6 secondary level teachers of Satit Pattana School.

Study Instruments:

1. Self - Reflection Form of Lesson Planning
2. Self - Reflection Form of Lesson Doing (Implementing)
3. PLC Members' Reflection Form of Lesson Doing, and
4. Guidelines of Classroom Action Research (CAR)

The finding was as follows:

1. The teacher changed the design of his/her lesson plans from 3 - step teaching process (introducing, teaching and concluding) to 5 ' step learning process (questioning, searching, constructing, communicating and servicing) with collaborative learning in a small group of four diversified- ability students and with an

innovative learning support tool. Consequently, students' learning behaviours were more active, collaborative, and constructive than the ones they had performed before.

2. Through collaboration with buddy teachers and members of PLC in the cycle of Lesson Study, teachers have gained higher intensive learning competency to analyze curriculum, to plan effective lessons, to do and to see their students' learning activities, and also to reflect and to redesign lesson plans. These teachers later continue their learning and employ the learning derivatives to innovate learning tools for supporting students' active and collaborative learning through Classroom Action Research (CAR).

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An Analysis on the Professional Leadership of School Head Teachers in Zambia: Implications from the Records of Lesson Study

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For three decades now, Zambian teachers at primary and secondary schools have been requested to participate in ‘School Program of In-service for a Term (SPRINT)’ activities as a means to enable them access opportunities to continuous teacher professional development after their initial teacher training. Policy behind the program remains the main framework for teachers to have continuing professional development activities at school level. SPRINT consists of several activities including teachers’ group meetings whose specific activities are planned with the guidance of the head teacher. Its legislative and institutional structure has gotten rooted in the schools. Since 2006, Lesson Study has become the main form of the activity implemented in the framework of SPRINT with the initiative of Ministry of General Education. However, the practice of lesson study by teachers was found to be highly dependent on the way the SPRINT framework was handled in terms of support by the education leaders, especially by school head teachers who closely supervise the teachers. Over the years, it has been observed that much as the SPRINT system was still a policy that must be adhered to, the actual backing of this policy by some education leaders, especially at school level, could have a negative impact on the teachers which also affected the quality of Lesson Study practice as a tool for teacher professional growth. This paper, therefore, looks at the support that the head teachers give to their teachers in the process of carrying out Lesson Study in the schools and tried to categorize the level of their leadership. The study was conducted in randomly selected five (5) primary schools in Central province of Zambia. Since each school has school in-service record book whose entries are based on the continuous professional development activities done in the school with comments from head teacher, the basic information used in the study was the written comments that the head teachers put in their designated sections of the record books. All the comments by head teachers made in the first and second school terms of 2017 were collected and analysed according to the five levels of leadership described by John Maxwell ‘ 1) Position, 2) Permission, 3) Production, 4) People Development and 5) Pinnacle. The findings revealed that many writings by head teachers were just signatures or superficial comments which showed that there was less professional competence among the head teachers and this had the potential to negatively affect the professional growth of the teachers. Analysis indicated that most of their comments were categorized in the first two levels of Maxwell’s leadership levels ‘ Position and Permission. This implies that low levels of their instructional leadership might demotivate the teachers or have no impact at all in their professional growth through participating in Lesson Study activities. These findings raise concerns on the quality of professional leadership and support that head teachers offer their teachers in SPRINT activities including Lesson Study.