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## The Development of School as Learning Community Model for Improving Educational Quality in the Western Region of Thailand

Poranat Kitroongrueng, *Silpakorn University*

Orapin Sirisamphan, *Silpakorn University*

Thailand currently puts an emphasis on developing Thailand towards 4.0 to improve the quality of Thais. For example, improving knowledge, skills, abilities, attitude, social responsibility and public mind. Teaching profession is considered as the higher profession because it plays a crucial role in human development. Developing teachers to possess Instructional Leadership in order to alleviate the quality of students is therefore vital. The Thai Ministry of Education is addressing the foregoing by enforcing Professional Development with an emphasis on area-based and school-based management. The researcher therefore adopted the policy of 'Professional Learning Community; School as Learning Community; Lesson Study; Mentoring and Coaching; Instructional system design and Pedagogical thinking as an approach to this piece of research. This research was conducted in the West of Thailand which is an important area because it has a variety of factors such as economic, agriculture, industry, culture, history, ethnics, nature and tourist attractions. Additionally many Teacher Institutes are located in this region. One of their missions is to develop teachers for working through collaboration between institutes and schools.

The purposes were to 1) study fundamental information and the needs for model development 2) develop school as learning community model for purposes of improving educational quality and to be approved by connoisseurship 3) Pilot study the effectiveness of the model through : (3.1) assessing teachers' abilities to adopt the Models of teaching / Teaching methods development ; (3.2) investigating teachers' and students' satisfaction on the model implementation. The researchers applied the stage-study from research and development, and a participatory action research. The sample comprised of 7 experts for connoisseurship , 6 Mentor from the Faculty of Education , 6 teachers from the demonstration elementary school and 220 students. The data was analyzed by means, standard deviation, t-test and content analysis.

### Results

1 The model named 'the school as learning community model for Improving educational quality (PLAN Model) ' which consists of 4 Phases : 1) P :Participation trust building and fulfillment of knowledge and needed skills 2) L: Lesson development, Lesson study and Redesign 3) A: Action research and 4) N: New Models of teaching / Teaching Methods Presentation

2 Quality of the model approved by experts are rated at the highest level (  $\bar{x}$  = 4.60, S.D. = 0.52)

3. Result of the pilot study: 3.1 Teachers collaborated through Lesson study approach to develop their own models of teaching / teaching methods. As a result, they contributed to six new models of teaching / teaching methods; BBL learning model for teaching of Thai language; Multiple Intelligences learning approach for teaching of Thai language; Metacognition with KWDL learning approach for teaching of mathematics; MARIO learning model for teaching of mathematics; PURAE learning model for teaching of social study ; Inquiry based Learning Model for teaching science under the consult of their mentor and coach.

Quality of the model approved by experts are rated at the high level. The foregoing can be used to develop the quality of students. 3.2 Satisfaction of the teachers toward implementing the model was rated at the highest level (  $\bar{x} = 4.84$ , S.D. = 0.35); the satisfaction of the students toward learning through teachers' developed teaching methods was the high level (  $\bar{x} = 4.37$ , S.D. = 0.71)

#### Recommendations

1. Ice breaker and making a trust between teachers should be emphasis.
2. Mentors should inspire teachers in terms of being a good instructional designer and encourage them to find out their resolution when they face the problems.
3. Period of time for planning, doing and seeing and giving suggestion should be flexible.

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## Everyday Collegiality for the Embodiment of Teachers' Disposition

Takashi Nagashima, *Azabu Institute of Education*

Atsushi Tsukui, *Azabu Institute of Education*

Masatsugu Murase, *Azabu Institute of Education*

This presentation deals with the three emerging research topics on teacher collegiality from our longitudinal practices of supervising lesson study in Japanese schools. These three are:

- (1) to build a new research domain 'lesson study of lesson study'
- (2) to make account of 'everyday collegiality' that counters 'planned collegiality' shaped by conventional lesson study and;
- (3) to understand the collegiality as the base for teachers to embody dispositions to achieve everyday practice.

First, we shall call for the need of establishing the study on lesson study of lesson study (LSLS). We understand a session of lesson study is a lesson where a supervisor (SV) organizes and secures learning for every single teacher in a school. We enhance the analogy of lesson for students to the session of lesson study held by teachers. LSLS involves diverse substances to be learnt by teachers, for instance, knowledge, skills, attitude, values, and even emotions. While a prevalent trend of lesson study that implicitly and explicitly stresses rather teacher knowledge and skills, we put a special focus on the teacher's disposition. We attend to physical conditions of lesson study as the place for teacher's learning; lesson study is held in a limited space and time by the specific members of the school with different expertise, career, ethics and motivations. We temporally define 'disposition' to call the entities of such physical features to be learnt in lesson study of lesson study conducted by SV. By emphasizing the disposition the study on LSLS would be able to demonstrate the embodiment of teacher's professional work.

Second, we outline everyday collegiality that embodies teacher's professional work in the wider range of time and space than those in lesson study. There has been a common belief that implementation of lesson study, as special occasions of teacher training, would change teachers' practice. The premise here is that 'planned collegiality' cultivated in periodic lesson study would change teaching practice. We understand that the premise overlooks an important role of everyday practice; the everyday practice determines and characterizes the quality of open lessons in lesson study, not vice versa. 'Everyday collegiality' involves casual contacts among teachers (consulting between individual teachers, manager and teacher) to make happen their informal learning among teachers. The quality of such mutuality forms teachers' learning 'the entity of their learning exists in the everydayness of their practice both in and out of classroom. In our assertion, the periodic lesson study should function as the mirror of their everyday practice and everyday collegiality; it is not the place to correct or modify teachers' expertise.

To assert everyday collegiality in the study on LSLS, we, third, need to evolve a research approach that appropriately captures teachers' casual contacts as workplace learning. We especially focus on the physical disposition of individual teachers in their collective place. The disposition includes both individual and collective aspects. From the individual perspective, a teacher achieves her/his professional work by

borrowing collective traits, customs in the community. Vice versa, from the collective perspective, the compound of individual teachers' unique learning builds the character of community. With particular attention to physical dispositions held in the community (distance, poses, gestures, facial expressions), we will describe the mutuality between individual and collective disposition.

Following explaining above research topics, we elucidate them by empirical audio-video data of teachers' communication in a session of lesson study in a Japanese school.

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## Teachers Perspective to the Implementation of Lesson Study in Primary and Secondary Levels in BPI Foundation

Lukman Arif Rachman, *BPI Foundation*

Resti Fitriyani Resti, *BPI Foundation*

Erna Febriyanti Angdam, *BPI Foundation*

The Improvement of teachers' quality is the most important thing in an education institution because the quality of teachers is the key to get good quality in education process. One way to improve the quality of teachers is by the implementation of lesson study because teachers can collaborate to improve their professionalism and to solve the problem found in teaching and learning process together. The implementation of lesson study in BPI Foundation which supervises primary and secondary schools has been conducting for a year. In the other words, lesson study is the new activity for the teachers in BPI Foundation. As the impact, there are some perspectives of lesson study from teachers. Therefore, the study is very interesting to conduct in order to investigate the teachers perspective about the implementation of lesson study in BPI Foundation as the new education institution in implementing lesson study. The study used questionnaire and interview in collecting the data. The population and sample of the study were the teachers in BPI Foundation. The questionnaires were given to one hundred teachers in BPI Foundation from primary and secondary levels. There were 30 teachers from elementary level, 30 teachers from junior high school level, and 40 teachers from senior high school level. In addition, the interview was conducted to ask nine teachers as the sample whereas three teachers from each level. The result shows that there are still miss perspectives of teachers in viewing what is lesson study and what is the main focus in lesson study implementation. Otherwise, the teachers view that lesson study is very important to conduct since the implementation of lesson study gives positive impact for teachers in teaching and learning activities. Moreover, the teachers view that the limited time for teachers to gather, teachers perspective on lesson study and teachers' motivation are still the obstacles in implementing lesson study. Therefore, the study recommends to the foundation and education institution which implement lesson study to do some workshops in order to make teachers understand well about lesson study. Moreover, the study is expected to contribute professional source for teachers and other researchers about the implementation of lesson study.