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Benefit and Constraint of Lesson Study Learning Community in Indonesian University

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Lesson study is as an activity to improve the quality of teaching through collaboration. In Indonesia Lesson study are popular among teacher in school but less in university. The purpose of is article is explain about the benefit and constraint happen in lesson study learning community held by Indonesian University lecturer. The research taken place in Faculty of Social Science Universitas Negeri Malang where start from march 2016, some young lecturer established lesson study learning communities named Komunitas Lesson study (KLS). KLS purpose is sharing knowledge and improve teaching quality through Lesson Study practice. Using observation and interview to KLS member, I found that collegial learning in KLS not only beneficial for improving teaching quality but also become forum to get solidarity. Through collaboration with senior lecturer, junior lecturer can adapt with their new environment. They get support and idea from their senior so they become more confident in teaching. The constraints faced by KLS are member often struggle to do collaboration because of their limited free time. Member also sometimes facing boredom because lesson study feel monotonous when nothing new to share. Implication of this research is recommendation that university need this kind of learning community to create solidarity among junior and senior lecturer.

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A Consideration of Using ICTs in Japanese Remote Places for Teachers' Professional Development in Comparison with a Case in Britain

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This presentation aims to introduce the current educational situation on remote islands in Japan, especially focusing on difficulties teachers on remote islands generally have in terms of their professional development, in comparison with a case in the U.K. that uses ICTs to solve the problem.

It is a well-known fact that Japan is an aging society and the number of school-age children is decreasing. However, 1,931 public elementary schools and 997 public junior high schools were identified as the schools from remote places last year, according to the Ministry of Education. This means there are still many children learning in remote places.

The educational situation on remote places such as remote islands is different from that of urban areas. For example, it is reported in many previous studies that teachers on remote places have difficulties in leaving their school partly because of teacher training or for lesson observation to improve their profession. One previous thesis reported that 35% of teachers working on remote places have little chance to participate in autonomous lesson study programs because they do not have enough time and money to do that (Umezu et al., 2011). It is understandable that teachers face difficulties in their CPD (Continuing Professional Development) because of the distance from training centers which are usually located in center cities. In addition to the distance, the number of teachers working at schools on remote places is limited so that when they want to do Lesson Study programs by themselves, they always have to do it with fixed members. Although ICTs that support teacher' training or Lesson Study programs such as a video conference system are used in some countries like the U.K., they are not sufficiently applied to remote places in Japan. According to the latest report from the Japanese government, only 26.1% of the Japanese classrooms have Wi-Fi. Moreover, according to the Ministry of Internal Affairs and Communications, some remote islands do not have optical lines which provide fast networking service because of technical and terrain issues.

In this presentation, previous studies related to teachers on remote places in Japan is rearranged. Additionally, the advanced case in terms of using ICTs to connect several schools on remote islands and create a teachers' community like in the U.K. where the presenter observed, and so consider the possibilities in introducing ICTs on remote places for professional development in Japan.

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Developing a Collaborative Professional Learning Culture in a Primary School in Singapore through Lesson Study

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‘Developing the WILL and SKILL of every staff through COLLABORATION to effect a high level of Professionalism’ is the Strategic Learning Direction (SLD) of Queenstown Primary School set out in 2015. Lesson Study (LS) is chosen as the professional development approach in 2016 as a means to engage teachers in professional discourse because quality learning is only possible with quality teaching. Quality learning in students is defined as developing students to be active contributors who are self-directed in their learning and are respectful to others when collaborating with one another. To realise this, teachers need to role-model collaboration and design lessons for quality learning and the way to do so is through LS. Teachers’ SKILL is strengthened as they participate in curriculum study (*kyozai kenkyu*) and in crafting lesson plans together and teachers’ WILL is reinforced when they experience successes (& even unsuccessful moments) together as a team as they work on sharpening their craft.

This paper seeks to highlight how a school strives to promote LS through a phased-in approach (not top-down) while ensuring that the spirit and substance of LS is not compromised. With support and professional guidance from an NIE faculty, QtPS school leaders were directly involved in designing a 3-year plan to implement and integrate LS into its existing PD structures. The Senior Teacher Council (STC), a committee of experienced teachers in English, Math, Science and Mother Tongue Languages that was formed to drive innovation and deepen the teaching and learning process in QtPS, took the lead by being active learners in the first lesson study cycle with the head of the STC playing the role of the research lesson teacher. Platforms were provided for the STC to share their key learning points and promote the benefits of LS with the rest of the teachers in the school and subsequent lesson cycles saw the voluntary participation of other teachers. In total, 5 LS cycles have been completed in the school involving not just STC members but Heads of Departments and other teachers. Multiple data sources that were gathered included interviews, reflective journals and observations of LS discussions. Preliminary analysis indicated that teachers involved were generally encouraged from the collaborative discussions to try out different teaching ideas and deepen their professional expertise. Key promotive factors that supported the implementation of LS in QtPS were (i) the availability of Knowledgeable Others to support the collaborative design of lessons (ii) support from school leaders in structuring time and space for LS and (iii) a team of committed and dedicated initial trailblazers (STC) to support the implementation of LS. Teachers’ narratives of their experience of LS as an approach in their professional learning will also be shared.