〈Research note〉

The Relationship Between Social-Emotional Learning and Lesson Study From the Perspective of Teachers and Trainers: A Case Study of Tokkatsu in Egypt

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1. Introduction

This paper explores the relationship between social-emotional learning (SEL) and lesson study based on the narratives of teachers and trainers working on Tokkatsu in Egypt.

In Japan, SEL has been a part of the national curriculum for more than 70 years and has been implemented in all schools. These learning activities are called Tokkatsu (Tokubetsu Katsudo) and include classroom activities, student council activities, school events, and club activities. In Tokkatsu, students acquire competencies in building human relationships, participation in society, and self-actualization by voluntarily engaging in group activities in a hands-on manner and solving group and individual life problems, while demonstrating each other's strengths and potential (MEXT, 2018). Of these, classroom activities, especially classroom meetings, have been the main subjects of lesson study. In addition to the in-school research conducted at each school, various teacher study groups on Tokkatsu have been organized at the regional and national levels (Nambu, 2019). The effectiveness of the teachers' design and facilitation of students' voluntary activities was examined through lesson study, and the results were shared through a network of study groups. However, the outcomes and challenges have not been the focus of academic research. In recent years, due to the increasing workload of teachers, opportunities for such training have become less frequent and the activities of study groups have weakened.

Internationally, the scope of lesson study has been limited to academic subjects within the cognitive domain, especially in mathematics and science (Kyomen, 2022). While many countries emphasize non-subject learning, they do not explicitly attempt to embody it through national curriculum. The connection between Tokkatsu as an SEL and lesson study is an important research topic, because social and emotional skills interact with cognitive skills and significantly impact individuals' subjective well-being and socioeconomic outcomes (OECD, 2015). Lewis (2023), who has been promoting the Japanese model of school education overseas, stated that Tokkatsu can lay the foundation for the successful practice of lesson study, but does not indicate how the two are combined.

This paper focuses on Egypt, which took Tokkatsu into account in recent education reforms at the primary education stage, to examine the effect of this combination. Lesson Study is essential for capacity building of

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teachers who are engaged in practicing Tokkatsu for the first time. Therefore, a unique trainer organization called Tokkatsu Officer (TO) was established—something not found in Japan—and lesson study was systematically promoted. Previous studies (Sugita, 2018; Tanaka, 2019; Kyomen, 2025; Kyomen et al., 2025) have shown several impacts of Tokkatsu on Egypt, but none of them mention the contribution of lesson study and the mission of TO.

2. Research Methods

Research methodology, literature analysis, and fieldwork were implemented. The literature review covers primary sources, including documents on the international transfer of Japanese-style education, a manual on Tokkatsu created in Egypt, and previous research. Fieldwork involved interviews conducted by our research team with 10 TOs (TO-a to TO-j), 8 teachers (T-a to T-h), and 12 students (S-a to S-l) in three Egyptian Japanese Schools (EJS) around Cairo, from December 25 to 28, 2023. The interviewees were not selected at random, but based on recommendations from principals. Therefore, it is possible that teachers who are confident in their Tokkatsu practices and outstanding students were selected to respond. Each interview lasted about 60 minutes for the teachers and TOs and about 30 minutes for the students, but the actual interview time was halved due to the presence of an interpreter (Japanese-Arabic). In addition, a participatory evaluation workshop, "Most Significant Change" (MSC) (Davies and Dart, 2005), was conducted with 10 EJS teachers, 5 parents, and 5 TOs to analyze the changes in students, teachers, and schools through Tokkatsu. The MSC workshop proceeded as follows: (1) Participants describe what changes have been observed and the reasons for the changes in a worksheet (25 minutes); (2) Each group discusses what they think are the most significant changes and sums up their discussion (30 minutes); (3) Each group presents the results of their discussion (20 minutes); (4) A facilitator from our research team made a comment (10 minutes); and (5) The participants wrote what they had learned through the discussions in their worksheet (5 minutes).

3. Current Status of Tokkatsu in Egypt

The idea of introducing a holistic Japanese education model using Tokkatsu in Egypt was first raised at a summit between Egypt and Japan in 2015 **(Table 1)**. The Japan International Cooperation Agency (JICA) was assigned to manage this joint venture. JICA started a study project in 2015, in which Tokkatsu was piloted in two public schools in Cairo (Tanaka, 2019). The two countries established the Egypt-Japan Educational Partnership (EJEP) in 2016. It provided the impetus for the introduction of Tokkatus as an essential component of the Japanese education curriculum, aiming to achieve whole-child education promoting balanced development of the social, emotional, physical, and academic domains of children.[1]" The program also encourages tolerance for cultural and religious diversity, discipline, and public spirit.

In 2017, a technical cooperation project followed, through which the practice of Tokkatsu was expanded to approximately 50 schools. The Egyptian government invested in creating a new type of public school: the Egyptian Japanese School (EJS). Phase 2 of the project began in 2021, and it currently includes approximately 500 schools, primarily regular public schools. **Figure 1** shows the composition of the target schools. The project aims to expand the practice of Tokkatsu to approximately 2,000 primary schools by 2027, representing roughly 10% of all public primary schools in Egypt.

Tokkatsu consists of classroom discussions, classroom instructions, daily coordinators, morning and end-

Table 1 History of Tokkatsu development in Egypt (prepared by the authors)

Jan. 2015:	Summit between Egypt and Japan
Feb. 2015:	Request from Egypt to Japan for the cooperation in Education
Aug. 2015:	JICA's Basic Study Project started
Oct. 2015:	Visit to Japan by the President's Advisor for National Security and MOETE* Minister, etc.
Oct. 2015:	JICA's Pre-Pilot Activity started
Feb. 2016:	Summit between Egypt and Japan that agreed on EJEP
May 2016:	First delegation from MOETE to Japan
Feb 2017:	JICA's technical cooperation project started
Feb. 2018:	MOETE Minister visited Japan
Nov. 2021:	JICA's technical cooperation project phase 2 started

* MOETE: Ministry of Education and Technical Education

・Pioneer Schools that had been engaged in the Project since pre-pilot stage in 2015 and pilot stage in 2016

・Egyptian Japanese Schools (EJS) where new activities of Tokkatsu Model have been tested before taking them to nationwide schools through EDU2.0

・Existing Schools will start from 2023 with collaboration with Hayah Karima Initiative that targets rural areas in Egypt

・Nationwide Schools have been engaged through the existing mechanism of MOETE so that all student will benefit from the EDU2.0 with Tokkatsu Model
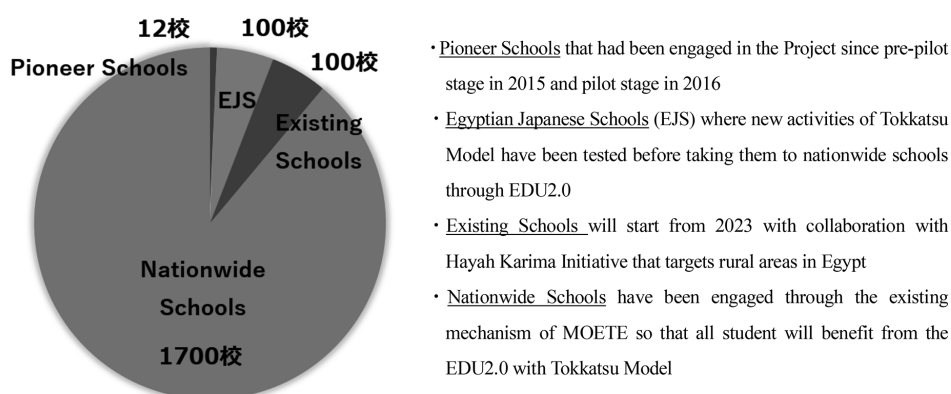
Figure 1 Composition of JICA Project target schools

Source: prepared by the authors based on the information of MOETE

of-day meetings, classroom-chosen tasks (kakari activities), cleaning, school events, and quiet morning learning (EJS-PMU, 2022). At the EJS, implementing a daily classroom coordinator showed positive effects over a relatively short period (Kyomen, 2025). Each class rotates tasks that support the entire class, such as leading greetings at the start and end of the class, distributing papers, and erasing blackboards. This is the practice of being a leader in a real classroom setting, while the rest of the classmates play the role of followers. Rotating leadership experience improves behavior and increases attendance because of the appeal of the role. Classroom discussions began gradually at EJS and eventually became widespread following the publication of the "Tokkatsu Plus Implementation Manual" and through the repetition of lesson study (Kyomen, 2025). Students discuss real issues or class projects and decide communally in a classroom. Students put their decisions into practice later and acquired all types of social skills during the activity.

The impact of the project was studied through baseline and endline survey conducted in 2017 and 2019 using a questionnaire (JICA et al., 2021). **Figure 2** shows that the capacity of teachers who supported the Tokkatsu model was significantly higher at the EJS than at schools without the model. **Figure 3** indicates that more school principals, teachers, and parents felt in EJS that there were substantial positive changes that
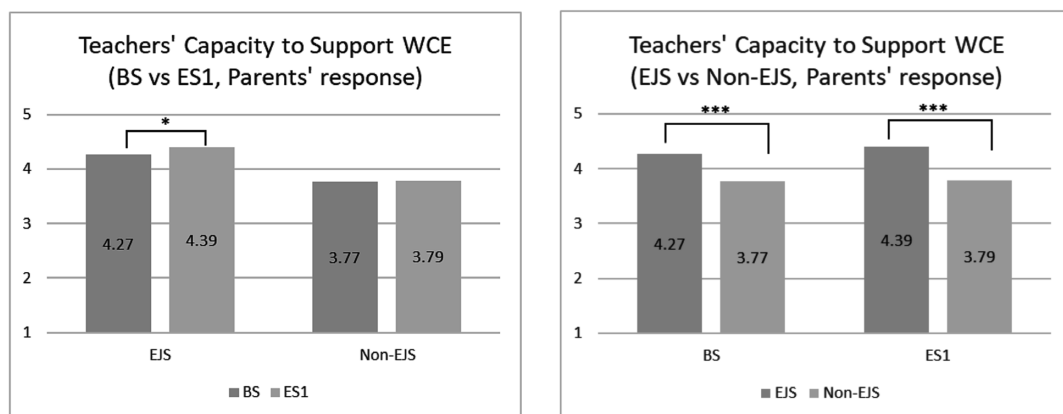
Figure 2 Teacher's capacity to support WCE

WCE=Whole Child Education, BS = Baseline Survey (2018), ES = Endline Survey (2019)
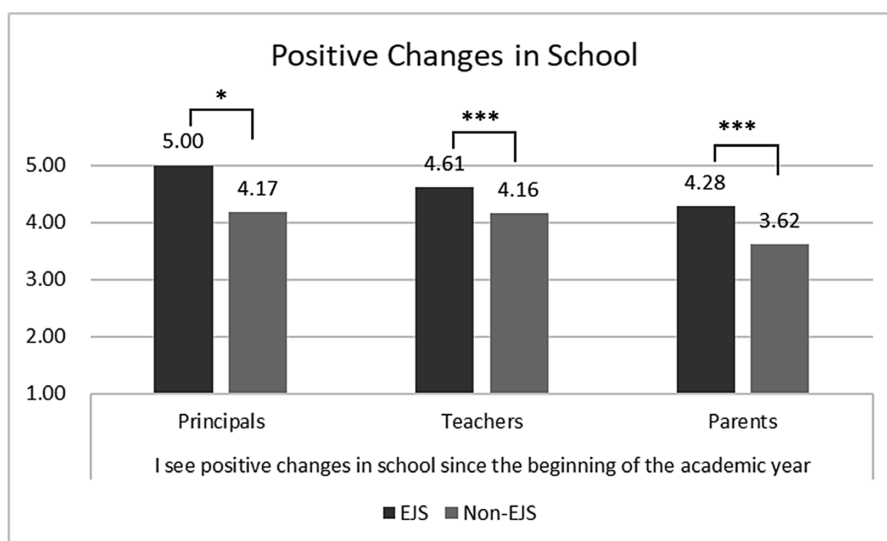

Figure 3 Positive Change in School

Source: The Project for Creating Environment for Quality Learning Impact Study: Progress Report (4) September 2019

Table 2 Trust and Collegiality among Teachers

Category	2018			2019		
	EJS	Non-EJS	t-test	EJS	Non-EJS	t-test
Trust and Collegiality among Teachers	4.53***	4.27	t=3.41, df=243, p<.001	4.36	4.24	t=1.55, df=237, ns (p=.122)

Significance level: * p<.05, ** p<.01, *** p<.001

Source: The Project for Creating Environment for Quality Learning Impact Study: Progress Report (4) September 2019

occurred in schools compared to those without the Tokkatsu Model. Table 2 presents the t-test results for the mean scores of EJS and non-EJS teachers in 2018, 2019, and 2020. Teachers were given 6 statements which related to trust and collegiality among them [2], and they were asked to select one of five responses: "Strongly Agree," "Agree," "Neither Agree nor Disagree," "Disagree" or "Strongly Disagree." Teachers in EJS practicing Tokkatsu showed a higher degree of trust and collegiality in their answers than those in non-EJS schools, which were control schools that did not practice Tokkatsu. **Figure 4** shows the results of the comparison of parents' responses to the non-cognitive skills of their children in 2017 and 2019. The project expects that the seven life skills of students will be enhanced by practicing Tokkatsu at schools. The study found that five out of seven schools showed tangible growth in students at the target schools compared to the schools without the Tokkatsu model, which did not show any distinctive growth.

Egypt reformed its National Curriculum in 2018 "Education 2.0," as it is called, aims to help students acquire 14 life skills through competency-based, learner-centered, cross-subject learning. Tokkatsu is recommended as a leverage point in the new curriculum to be implemented once a week and is expected to create changes throughout the school (**Figure 5**). The improved learning attitude of students through Tokkatsu enables deeper levels of cognitive learning, and the reciprocal relationships built between students, and between students and teachers, create a safe, secure, and cooperative classroom environment (EJS-PMU, 2020). **Table 3** presents the weekly subject and activity timetable, which includes one 45-minutes Tokkatsu session per week. In reality, however, Tokkatsu is still not widely practiced in public schools, except in the above 500 schools.
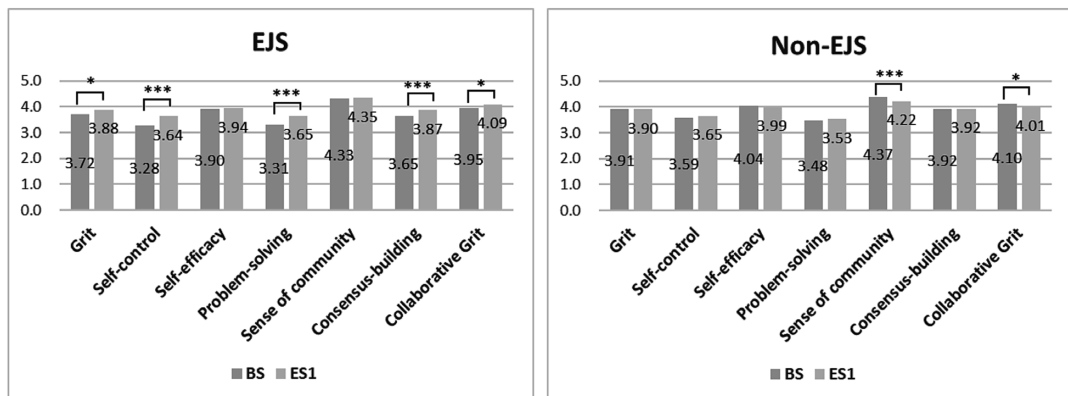

Figure 4 Comparing the parents' responses of on non-cognitive skills of their kids

Significance level: * p<.05, ** p<.01, ***p<.001
BS = Baseline Survey (2018), ES = Endline Survey (2019)
Source: The Project for Creating Environment for Quality Learning Impact Study: Progress Report (4) September 2019
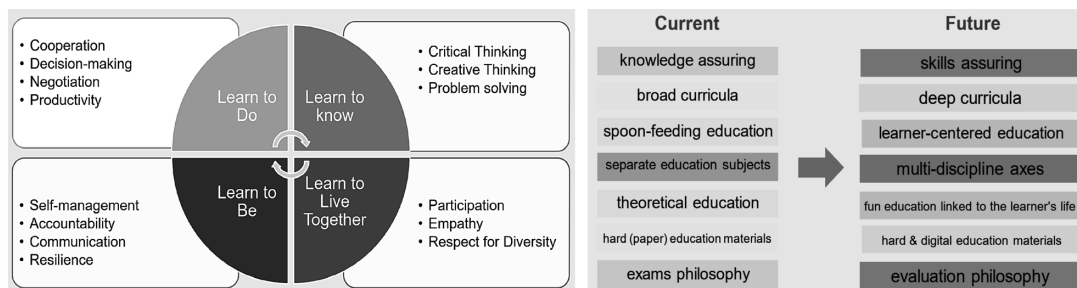

Figure 5 14 life skills through learner-centered learning and change in whole school by Tokkatsu

Source: EJS-PMU (2020)

Table 3　Timetable of EDU2.0 includes 45 minutes Tokkatsu every week

Day/Time	8:00-8:45	8:45-9:30	9:30-10:15	10:15-11:00	11:00-11:30	11:30-12:15	12:15-13:00	13:00-13:45	13:45-14:30
Sunday	Windows* (Arabic Language)		English Language		Break	Windows (Mathematics)		Multi-disciplinary	
Monday	Windows* (Mathematics)		Multi-disciplinary		Break	Windows (Arabic Language)		Physical Education	
Tuesday	Windows (Arabic Language)		Windows (Mathematics)		Break	English Language		Windows (Arabic Language)	
Wednesday	Multi-disciplinary		Tokkatsu	Multi-disciplinary	Break	Windows (Arabic Language)		Multi-disciplinary	
Thursday	Religion		Windows (Arabic Language)		Break	Multi-disciplinary		Windows (Mathematics)	

Source: prepared by the authors based on the information of MOETE

4. Implementation and Dissemination of Tokkatsu through Lesson Study in Egypt

4.1. Role of Tokkatsu Officer

One of the measures proposed to strengthen the effectiveness of Tokkatsu was to establish a system of support and cooperation among teachers. The central activity is lesson study in each school (EJS-PMU, 2020). However, unlike Japan, only a few teachers in Egypt have extensive experience with Tokkatsu. An important role is played by special administrators called Tokkatsu Officers (TOs). TOs were hired through document screening and interviews conducted by the EJS Project Management Unit (PMU) of the Ministry of Education and Technical Education (MOETE). Some TOs received training in Japan, but most participated in central training in Egypt. TOs visit EJS bi-weekly and provide monitoring and guidance to teachers on Tokkatsu activities. They also support EJS in organizing a lesson study session every semester. In 2020, the Tokkatsu Training and Certifying System (TTCS) was launched to assess the abilities of TOs and certify those who met certain standards to further ensure their quality (TTCS Joint Committee, 2022).

A total of 160 TOs, who regularly visited the EJS, were responsible for monitoring and providing feedback using a five-step rubric (EJS-PMU, 2021, 2022). This rubric was developed as an evaluation tool for each of the eight Tokkatsu activities. Each step is certified by meeting all performances of multiple criteria. For example, **Table 4** shows Item 6: "How to make consensus," which is one of the nine items in the rubric of classroom discussion.

Steps 1 and 2 are activities that are not implemented or are below the standard; step 3 is an activity that meets the standard but is not complete or focused on achieving goals; step 4 is an activity in which goals are achieved; and step 5 is a state of excellence and creativity. After monitoring, the TO presents the results in the dialogue attended by the principal and all the teachers. During this dialogue, the positive aspects are highlighted as a starting point for improvement, interpretations of the current situation are provided, and advice is provided on how to increase the effectiveness of the activities and raise them to their highest level. In addition, Some TOs play a role in disseminating Tokkatsu to approximately 20,000 public schools, and supporting teachers with a simplified two-step rubric (EJS-PMU, 2023).

Table 4 "Items 6 How to make consensus" in rubric of classroom discussions

Step 1	Step 2	Step 3	Step 4	Step 5
Few pupils give their opinions. or each pupil gives his/her opinion once then no consensus is reached. 1-A few pupils give their opinion. 2-The pupils reach the consensus directly through voting.	Many pupils give their opinions in their own words, but without deep discussion among pupils they decide by majority vote. 1-Most Pupils share their opinions using their own words. 2-The decision is taken by the majority opinion without going into details in discussion. 3-Pupils cannot integrate opinions.	Many pupils give their opinions in their own words and discuss pros and cons of each opinion and decide without using majority vote. 1-Pupils express their opinions freely and in their own way. 2-Pupils reach the decision after discussing the advantages and disadvantage. 3-The decision is taken without using the vote and by the majority opinion.	After giving their opinions, pupils discuss by comparing different opinions or classifying similar ones together and find a better decision by without using majority vote. 1-Pupils classify opinions and compare between them. 2-Pupils reach the best decision without voting for the majority opinion. 3-All Pupils enjoy the discussion and accept the final decision.	Pupils gather the best opinion from everyone and reach a decision through consensus without using majority vote. 1-Pupils reach the decision by reaching a combined idea that include most views. 2-Pupils reach a decision through consensus of opinions. 3-All pupils feel happy and comfortable after the classroom discussion and have enthusiasm for implementation.

Source: EJS-PMU (2022)

4.2 The Relationship between teachers and Tokkatsu Officers

As mentioned above, the Tokkatsu lesson study in Egypt was established with TOs as the hub. But how do stakeholders perceive this system? Open and focused coding was conducted on the TO interviews (Tanaka et al., 2024), and five categories were extracted for the theme "TOs' ability to guide teachers" (**Table 5**). Category "Considerate of teachers" consisted of four codes: ability to understand the teacher; support, not instruction; positive feedback; consultation and sharing ideas. The following narratives were found:

Since the guiding method depends on the teacher's personality, it is necessary to understand it. When giving feedback, I try to understand the teacher's way of thinking and first ask, "How was today's lesson?" (TO-d)

The most important aspect is avoiding mistakes. We do not look for mistakes, but we must focus on helping teachers. (TO-e)

Through monitoring, we focused on weaknesses in the case of academic subjects, but looked for strengths in the case of Tokkatsu. (TO-c)

In dialogue with teachers, when I have Ideas A and B, I try to combine these ideas to generate Idea C. (TO-g).

Thus, the role of TOs is recognized not as guiding teachers unilaterally but as exploring more effective practices together with teachers through dialogue as equals to promote improvement. In the same way, five categories were also identified for the theme of "challenges of monitoring by TOs" (**Table 6**). Category "Teachers" consisted of three codes: "Teachers who think they are right," "Little interaction among teachers," and "Teachers do everything." The following narratives were found:

Many teachers believed they were always correct. No matter how many times I pointed out the same thing, nothing changed. They always performed this task in the same way. (TO-d)

It is often difficult to talk to teachers who think that their practice is correct and does not need to change or improve. (TO-g)

Table 5 TOs' ability to guide teachers

Category	Code	N
Communication Skills	Language Skills	1
	Writing Skills	1
	Listening skills	5
	Dialogue with teachers	2
	Flexibility	2
Expertise in Tokkatsu	Can explain Tokkatsu	5
	Philosophy of Tokkatsu	3
Considerate of teachers	Ability to understand teacher	2
	Support, not instruction	4
	Positive feedback	4
	Consultation and sharing ideas	1
Ability to be aware of children		3
Role model on Tokkatsu		3

Source: prepared by the authors based on Tanaka et al. (2024)

Table 6 Challenges of monitoring by TOs

Category	Code	N
Teachers	Teachers who think they are right	5
	Little interaction among teachers	2
	Teachers do everything	1
Schools	Less discretion for teachers	1
	Mentoring of new teachers	1
	Lack of training	1
	Large school size	1
TO system	Insufficient number of visits	1
	Change in schools assigned	1
	Lack of monitoring time	1
	Consultation and sharing ideas	1
Administrators' understanding	Misunderstanding of the role of TO	1
	Relationship with principal	1
Difficulties in practicing Tokkatsu	Classroom guidance	1
	Instruction on "deciding" in class meetings	2
	Differences between schools	1

Source: prepared by the authors based on Tanaka et al. (2024)

Not enough interaction between teachers in the same school. (TO-g)

Teachers want to do everything. It is difficult to convince them that students should take initiative. (TO-f)

Thus, the relationship between teachers and TOs is not always smooth and conflicts can arise. In particular, it is difficult to change the teacher culture in which "the teacher provides the right answer." However, even in such cases, they try to respect the teacher's ideas as much as possible and "suggest that they try it first" (TO-d).

How do teachers at EJS perceive their TOs? The importance of the TO's role, especially at the beginning of their practice, was discussed in the interviews. For example, when T-h first arrived at EJS and did not know anything about Tokkatsu, "the TO taught me everything from 1 to 10." T-e tried to correct the students' misunderstanding and explain it to them but was stopped by TO. At that time, the TO advised her to check the student leaders properly before the classroom discussion and advised them to whisper during the meeting. Thus, while the presence of TOs is undoubtedly a driving factor in Tokkatsu diffusion (Kyomen et al., 2025), their effectiveness depends on their relationship with teachers. In addition, lesson study among teachers is a driving force for dissemination. T-h said that he always discussed with his colleagues and received feedback before conducting classroom discussions.

5. Diverse changes by introduction of Tokkatsu

What impact did Tokkatsu have on the students, teachers, and schools? **Table 7** presents the "most important changes" noted in worksheets by TOs, teachers, and parents during Most Significant Changes (MSC) workshops. Students improved their qualities and capabilities as community members, developed a sense of

Table 7 The most significant changes after the introduction of Tokkatsu noted on the group worksheets (prepared by the authors)

Group	Student	Teacher	School
Teacher A	-Became confident in themselves. -Became inquisitive. -Became able to make cooperative criticism, accept differences and resolve problems.	-Have a long-term perspective and plan. -Track students s performance. -Promote educational processes.	-The school was united as one team and community.
Teacher B	-Became cooperative and inquisitive, and began to show leadership. -Became happy. -Became able to express themselves freely.	-Became able to improve and develop themselves. -Became able to support students by different approaches and with alternative plans.	-The school became a second home for students and teachers. -A healthy and new lifestyle was adopted. -Evaluations and improvements are carried out continuously.
TO	-Have developed a sense of responsibility. -Became able to show stronger leadership. -Have a greater sense of self-affirmation -Became able to accept others.	-Became able to make better plans, considering colleagues' experiences. -Became more thoughtful of each student's personality and feelings.	-The school looks attractive to students. -The school can make a better plan in cooperation with parents.
Parent	-Became able to show leadership by taking on roles effectively.	-Use diversified and new methods in giving classes and explanations.	-The school listens to and uses others' opinions.

Source: prepared by the authors based on Hirata et al. (2024)

self-affirmation and greater confidence in themselves, and achieved self-actualization. For example, in the interviews, many students stated that they "became able to present their opinions with confidence" (S-a, S-b, S-f, S-g, S-h, S-j) and "became more cooperative with friends" (S-a, S-e, S-d, S-k). Another student said, "I am now able to listen to others' opinions" (S-l). Teachers experienced professional development through the practice of child-centered lessons and the improvement of their teaching with the help of increased collegiality. Schools became places where students learned to live with others who were different from them. They also became attractive places for students to propose and perform what they want to do. Moreover, they became places where teachers, students, and parents work together in teams.

In this paper, we focus on teachers' changes in detail to clarify their relationship with lesson study. By conceptualizing teacher changes in individual MSC worksheets (Hirata et al., 2024), the following four phases were extracted: (1) development of new teaching skills, (2) active interaction with students to have a closer relationship, (3) ability to face challenges and think of solutions, and (4) strengthening cooperative relationships with colleagues.

In Phase 1, through Tokkatsu, teachers acquired a philosophy of child-centered learning and developed new skills for lessons, such as respecting student's characteristics and wishes and providing individualized instruction. This change was also observed during the interviews. T-g used to think that "teachers had to take responsibility for everything." Through Tokkatsu, however, she changed her view of the students and has come to believe that it is necessary for their growth to "entrust them with various responsibilities." Students also

stated, "In the past, the teacher used to stop me when I made comments that had nothing to do with the lesson, but now she listens to me" (S-k).

In Phase 2, by actively communicating with students, teachers are able to accept their mistakes without blaming them or responding to their special needs. T-c stated that through Tokkatsu, teachers and students are now closer than before. and the mutual understanding deepened. T-f used to scold and raise his voice at students with the aim of "getting them to get a perfect score on the exam. However, since the introduction of Tokkatsu, he has been trying to let students make their own rules and respect them with the goal of "helping them find information and solve problems on their own." In fact, many of the students interviewed said, "I became good friends with my teacher." (S-a, S-b, S-d, S-f, S-g, S-h, S-j)

In Phase 3, through active participation in the training, the teachers developed the ability to face student's problems, think of solutions, and implement them. According to T-f, since the start of Tokkatsu, lesson studies on academic subjects have been implemented, and "individualized support plans for students with challenges" have been created.

In Phase 4, teachers were able to use diverse information and technology by collaborating with colleagues and sharing each other's experiences and teaching materials. T-c said that Tokkatsu strengthened teamwork and made it a habit for teachers of the same subject to meet once a week. At this meeting, they verified the achievement of the set goals, planned a new week, and shared ideas for activities.

Together, these four phases optimized teacher performance and helped foster students' creativity and civic behavior.

6. Conclusion

This study has examined the relationship between lesson study and Tokkatsu as a form of SEL. The key concepts of Tokkatsu are activities initiated by students rather than teachers. Tokkatsu facilitates students' intrinsically motivated behavior, rather than actions prompted by teacher instruction. It emphasizes collaborative learning over individual learning and is a learning-by-doing activity (Tsuneyoshi, 2019). These characteristics are similar to those of lesson studies conducted by teachers. Therefore, lesson study can be seen as Tokkatsu for teachers. Tokkatsu is a "student-initiated" educational activity, while Lesson Study is a "teacher-initiated" (or "school-initiated") professional development activity. Both are classroom-based or school-based activities, not external trainings or interventions conducted by outsiders. Both use topics related to students' everyday studies (subject studies) and everyday life (non-subject educational activities) happening in school. Both of these require teamwork and collaboration. Both are practices of "learning from each other" (collaborative learning). Both respect trial and error ("learning by doing"). Both also often engage in the PDCA cycle, emphasizing reflection and continuous improvement.

In Egypt, in conjunction with lesson studies supported by the TO, Tokkatsu is understood as a philosophy that permeates the entire curriculum, rather than a specific activity. This study revealed that relationships, both among students and between students and teachers, changed positively. This indicates that through engagement in Tokkatsu, students and teachers can potentially gain the fundamental behaviors and attitudes necessary for lesson study. A circular relationship is established in which improvements in Tokkatsu practice spill over to strengthen the ability to teach academic subjects and collegiality, thereby revitalizing lesson study. These results suggest that the simultaneous introduction of SEL and lesson study is more successful.

This study relied on qualitative data obtained from the unique environment of the EJS. In addition to

Tokkatsu, SEL has various other activities. Further research on the relationship between SEL and lesson studies is needed, considering the diversity of contexts and targets.

Acknowledgement

Remarks

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Nobuhiro Setoguchi. Igniting collaborative spirit among students and teachers through Tokkatsu and Lesson Study (A case of Egypt). In Symposiums "Developing children's qualities necessary for successful Lesson Study: the Japanese holistic model of Tokkatsu."

Tetsuo Kyomen. The Relationship between Social-Emotional Learning and Lesson Study from the Teacher's Perspective: Tokkatsu in Egypt and Japan. In Workshop "Realizing holistic education through lesson study and Tokkatsu."

Notes

1 Egypt-Japan Educational Partnership (EJEP), https://www.mofa.go.jp/files/000136269.pdf (accessed 13 March 2025)

2 1) Other teachers at this school learn from one another's experiences and problems. 2) Other teachers at this school consult with me when they have problems at school. 3) Teachers at this school express opinions without hesitation to each other. 4) Other teachers at this school trust and cooperate with each other. 5) I feel comfortable working at this school. 6) Teachers at this school appreciate my work appropriately.

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教師と指導主事からみた「社会性と情動の学習」と授業研究の関係性：エジプトにおける特別活動の事例研究

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　本論では，エジプトにおいて特別活動に取り組んでいる教師と指導主事の語りをもとに，「社会性と情動の学習」（SEL）と授業研究の関係について考察する。

　日本では，特別活動（Tokkatsu）という名称で SEL が全ての学校で実施されている。社会情動的スキルは，個人と社会のウェルビーイングに大きな影響を与えるため，SEL としての特別活動と授業研究の関連性は，重要な研究テーマである。エジプトでは，近年の教育改革において，日本から特別活動を初等教育段階に導入した。授業研究は，初めて特別活動を実践する教師の能力開発に不可欠であった。そのため，「トッカツ・オフィサー」（TO）と呼ばれる独自の指導主事組織が設立され，授業研究が体系的に推進されている。

　研究方法としては，文献調査とフィールドワークを実施した。フィールドワークでは，2023 年に筆者らの研究チームが 3 つのエジプト日本学校（EJS）で 10 人の TO，8 人の教師，12 人の児童に対してインタビューを行った。さらに，特別活動を通じた生徒，教師，学校の変化を分析するために，10 人の EJS 教師，5 人の保護者，5 人の TO を対象とする参加型評価ワークショップ「モスト・シグニフィカント・チェンジ」を行った。

　エジプトでは，TO による支援を受けた授業研究を通して，特別活動は特定の活動ではなく，カリキュラム全体を貫く哲学として理解されていた。本論では，児童間の関係だけでなく，児童と教師の関係がポジティブに変化したことが明らかになった。このことは，特別活動への参加を通じて，児童と教師が授業研究に必要な基本的な行動や態度を習得できる可能性を示している。特別活動の実践の改善が，教科の指導力や同僚性を強化し，授業研究が活性化されるという循環関係が成立している。これらの結果は，SEL と授業研究を同時に導入することで，より大きな効果が期待できることを示唆している。