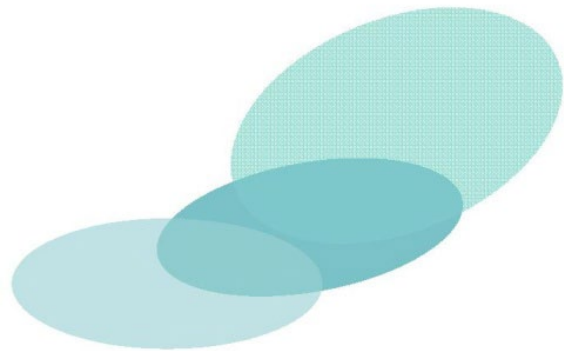


Improving the Quality of Learning through Fukui-style Education: Collaborative Development Project between Japan and the African Region

EJS teachers' professional learning program

cultivating teachers' professional learning communities approach



Challenges of international collaboration
for reweaving public learning in our century

S. Yanagisawa
University of Fukui

Improving the Quality of Learning through Fukui-style Education: Collaborative Development Project between Japan and the African Region 【Ethiopia, Egypt, Malawi , South Africa, and Uganda】

This project aimed to contribute to the quality of education in the African region by developing schools for the 21st-century education and building professional learning communities and networks to support teachers' learning.

For this purpose, University of Fukui conducted collaborative activities with counterparts of each country. Moreover, this project expanded the scale of the roundtable within the African region and Fukui-Africa to establish a sustainable implementation framework. Furthermore, through these initiatives, this project also contributed to improve the quality of students' learning.

Structure

- I. The significance of the Egyptian Japan School (EJS) project
- II. Design and cycles of the EJS teacher professional learning program
- III. Development of a professional learning community in Egypt
- IV. Prospects for international collaboration for public education reform

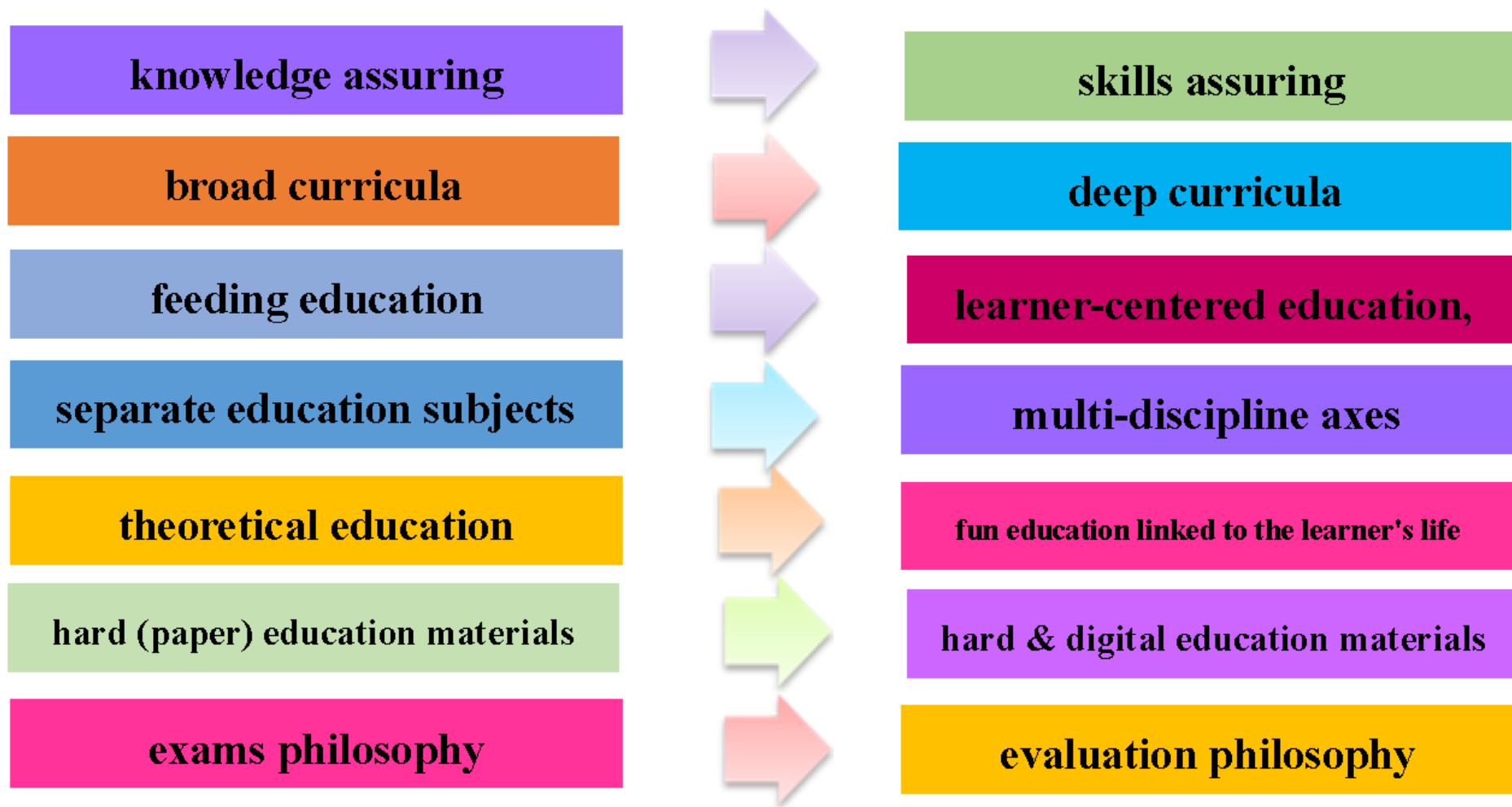
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The Egyptian (2.0) education system

The Ministry of Education in Egypt adopts new education system called (2.0) education system.

It aims at reforming the community perception of governmental education through improving teacher's performance and working on the student to develop his/her life skills, values, tendency, citizenship, and other skills to prepare the Egyptian citizen to face the life and life learning in a way based on fun, happiness, entertainment, low absence and school-dropping rates.

The Egyptian (2.0) education system adopts number of shifts that are: shifting from knowledge assuring to skills assuring, shifting from broad curricula to deep curricula, shifting from feeding education to learner-centered education, shifting from separate education subjects to multi-discipline axes, shifting from theoretical education to fun education linked to the learner's life, shifting from hard (paper) education materials to both hard and digital education materials, and finally shifting from exams philosophy to evaluation philosophy as follows:



Education dimensions	Targeted skills in light of education dimensions (14 skills)			
Learn to be	Resilience	Communication	Accountability	Self-management
Learn to live	Participation	Sympathy	Respect diversity	
Learn to work	Cooperation	Negotiation	Productivity	Decision making
Learn to know	Critical thinking	Creativity	Problem solving	

feeding education

⇒ learner-centered education

education as contents transmission

⇒ learner-centered inquiry, communication, and collaboration
learning for cultivating competences of learners

**Transformation of the basic learning mode:
challenge to transform the basic frame on learning/education**

Required competencies and the learning that cultivates them: In a world where change is accelerating and unprecedented situations are occurring frequently and congesting, there is a need for learning that cultivates the ability to explore situations, find possibilities for development, and work together to develop society. The OECD's Education 2030 lists three "competencies that bring about change": "Competence to create new value," "Competence to overcome conflicts and dilemmas," and "Competence to act responsibly." It states that these competencies are "learned through a continuous process" of anticipating, putting into practice, reflecting on, and reconstructing them, and raises the need for a reform of the curriculum and learning ecosystem to realize a continuous cycle of reflective practice.

OECD. (2018). *The Future of Education and Skills: Education2030*.

Japan

- Shift in perspective on learning to "self-directed, interactive, and deep learning"

Transformation in the central role of teachers is required
Transformation of teacher learning is essential but also a difficult challenge

- Initiatives to “transformation of perspective on training” will begin.
(2022~)
National Institute for School Teachers and Staff Development

Transformation of teachers' central role

Instructors of already pre-given knowledge

Technical experts who teach in an easy-to-understand, digestible way

Facilitators and coordinators

Professional of supporting the development of collaborative inquiry/projects

that unfold in uncertain situations

We need transformation of basic mode of teachers learning and its curriculum/program

It is impossible to develop teachers' practical competence to support inquiry through a transmission mode of teacher training

A new approach to professional learning that aims to form a professional learning community centered on collaborative inquiry is essential

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Organization of EJS teachers' professional learning program

BE-1: TOKKATSU & SCHOOL GOVERNANCE MANAGEMENT

BE-2: TOKKATSU+Activity

Be-3: Tokkatsu& Learning Improvement (Lesson Study)

BE-4: TOKKATSU & EARLY CHILDHOOD EDUCATION

40 teachers (including principals, vice principals, and PMU staff)

4-week continuous collaborative inquiry cycle

Collaborative inquiry in groups of 5 people + facilitator

(Graduate School of Education faculty, University of Fukui)

+ interpreter 8 groups in total + about 4 overall management coordinators

(Graduate School of Education faculty, University of Fukui)

4 Weeks of collaborative inquiry cycle













Week 1 Inquiry for new learning

Week 2 Inquiry for a long-term inquiry











Week 3 Community to support the inquiry
The community of learning for children and teachers

Week 4 Reflection and Foreseeing
Self-reflection on the inquiry process
Short-middle-long term foreseeing

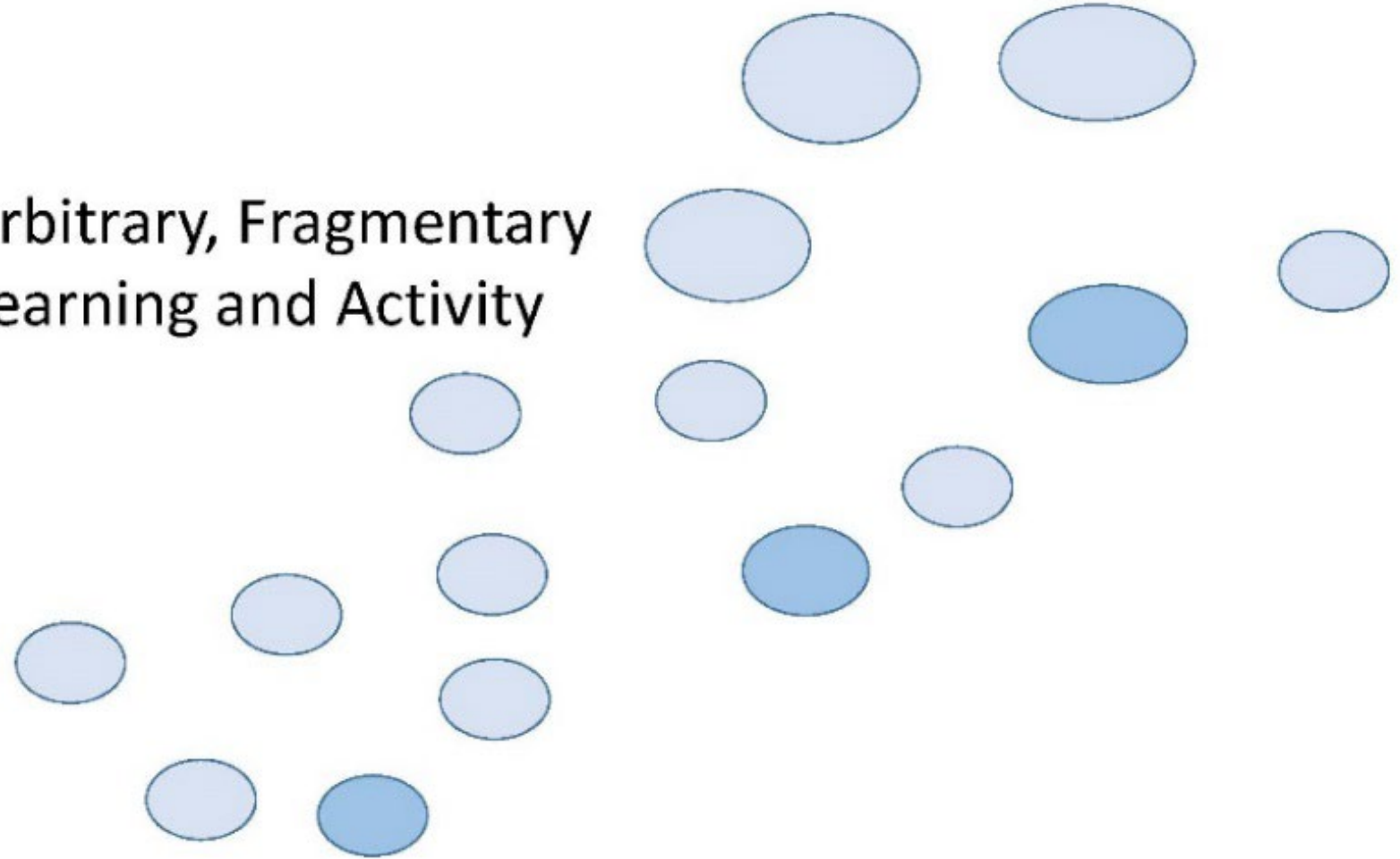
Pre-given regulated format and patterns

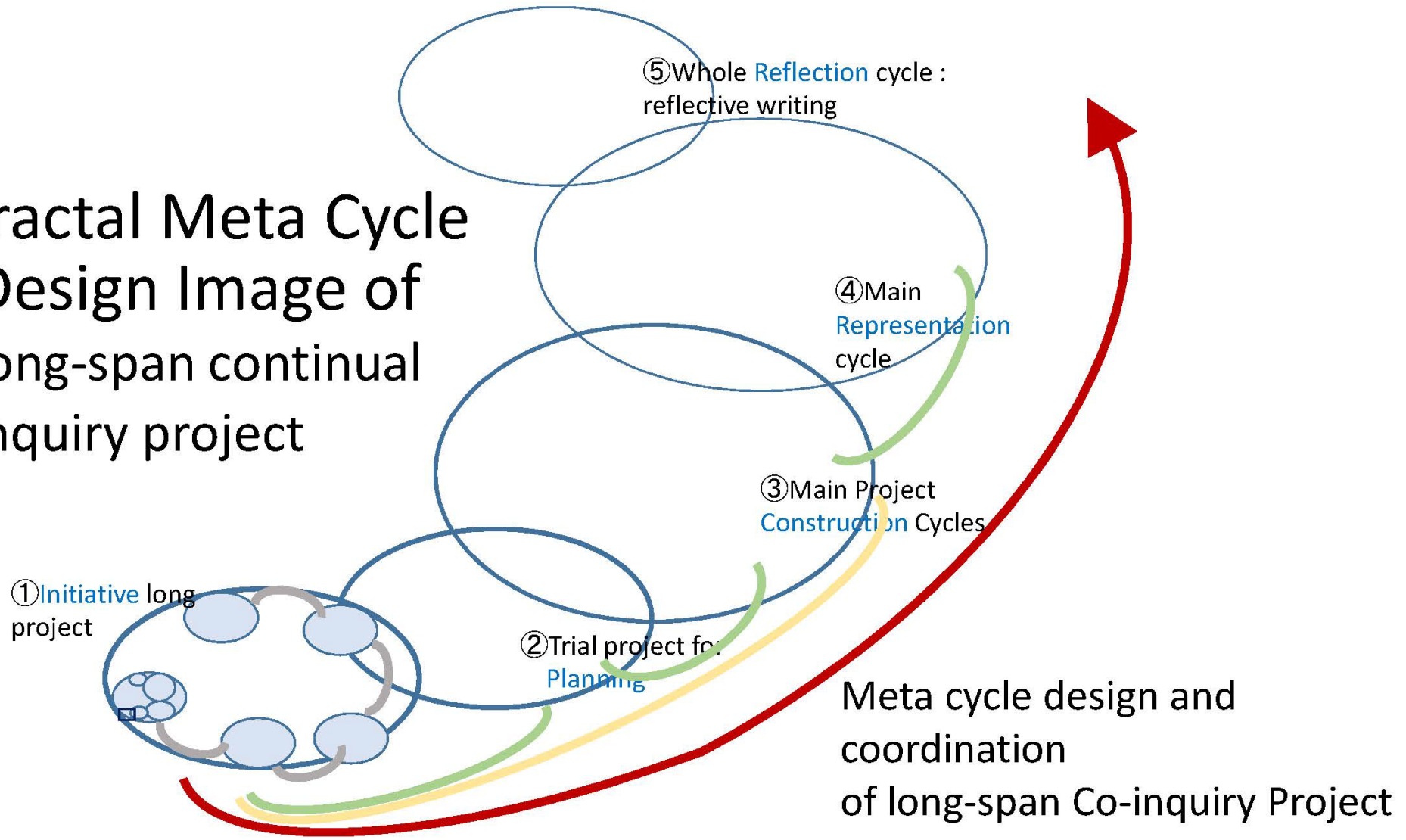
Pre-given regulated format and patterns

**Arbitrary, Fragmentary
Learning and Activity**

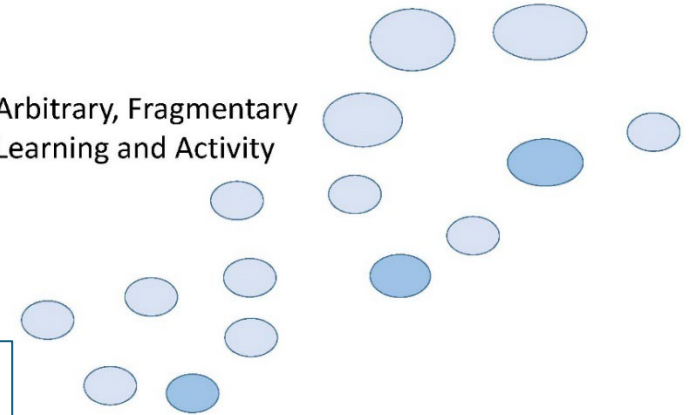


Fractal Meta Cycle Design Image of long-span continual inquiry project

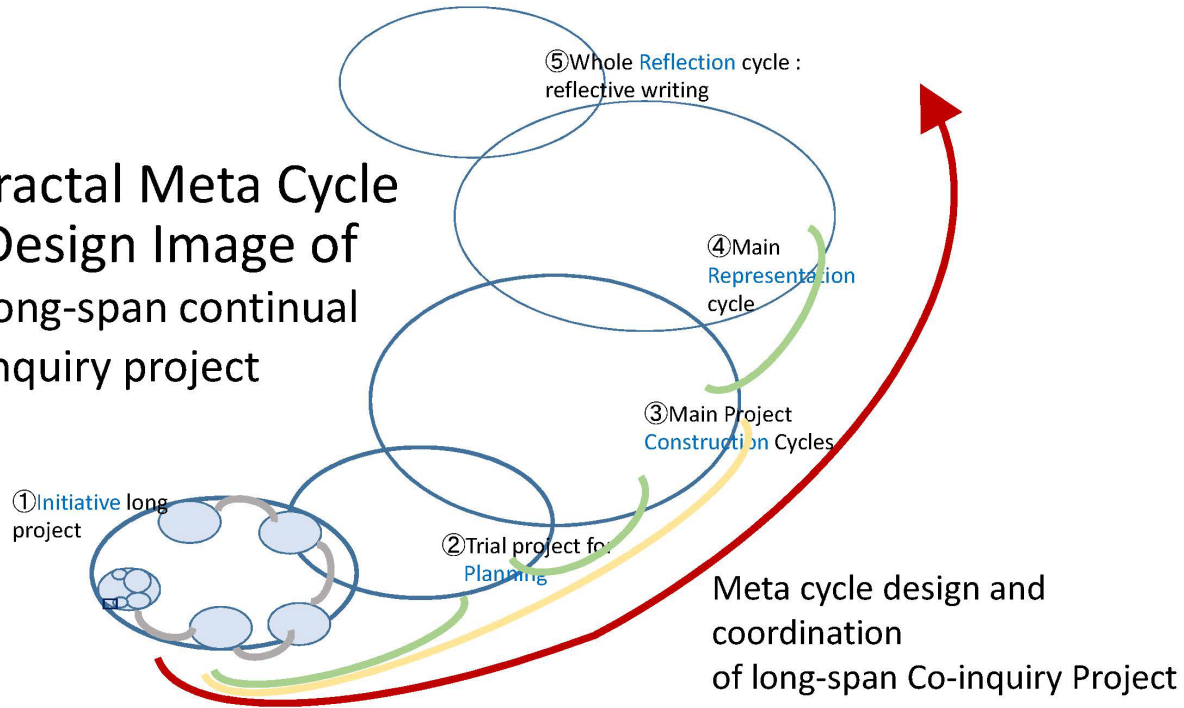


Pre-given regulated format and patterns

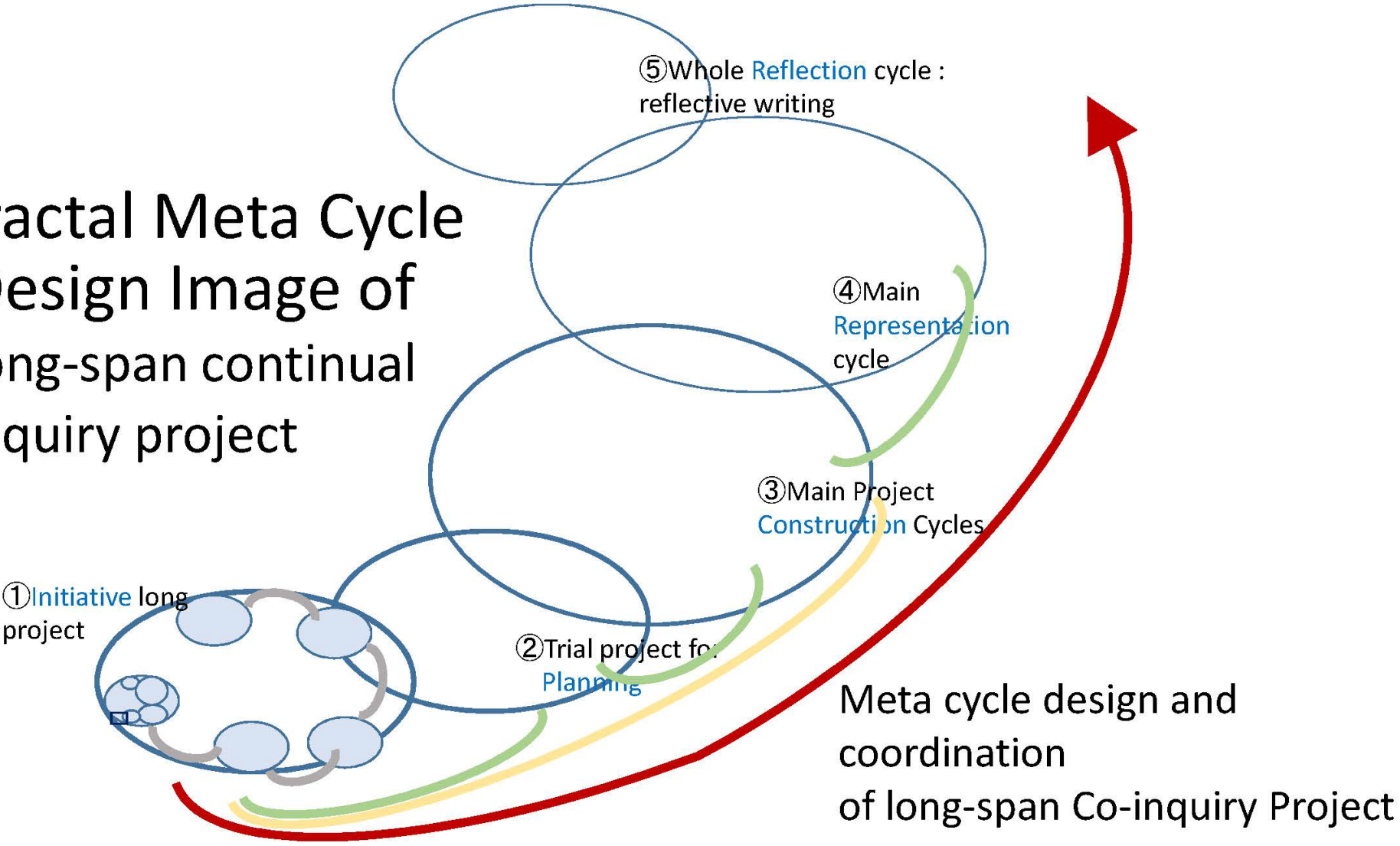
Arbitrary, Fragmentary Learning and Activity



Fractal Meta Cycle Design Image of long-span continual inquiry project



Fractal Meta Cycle Design Image of long-span continual inquiry project



ثلاث أنماط مهمة من التعلم المهني

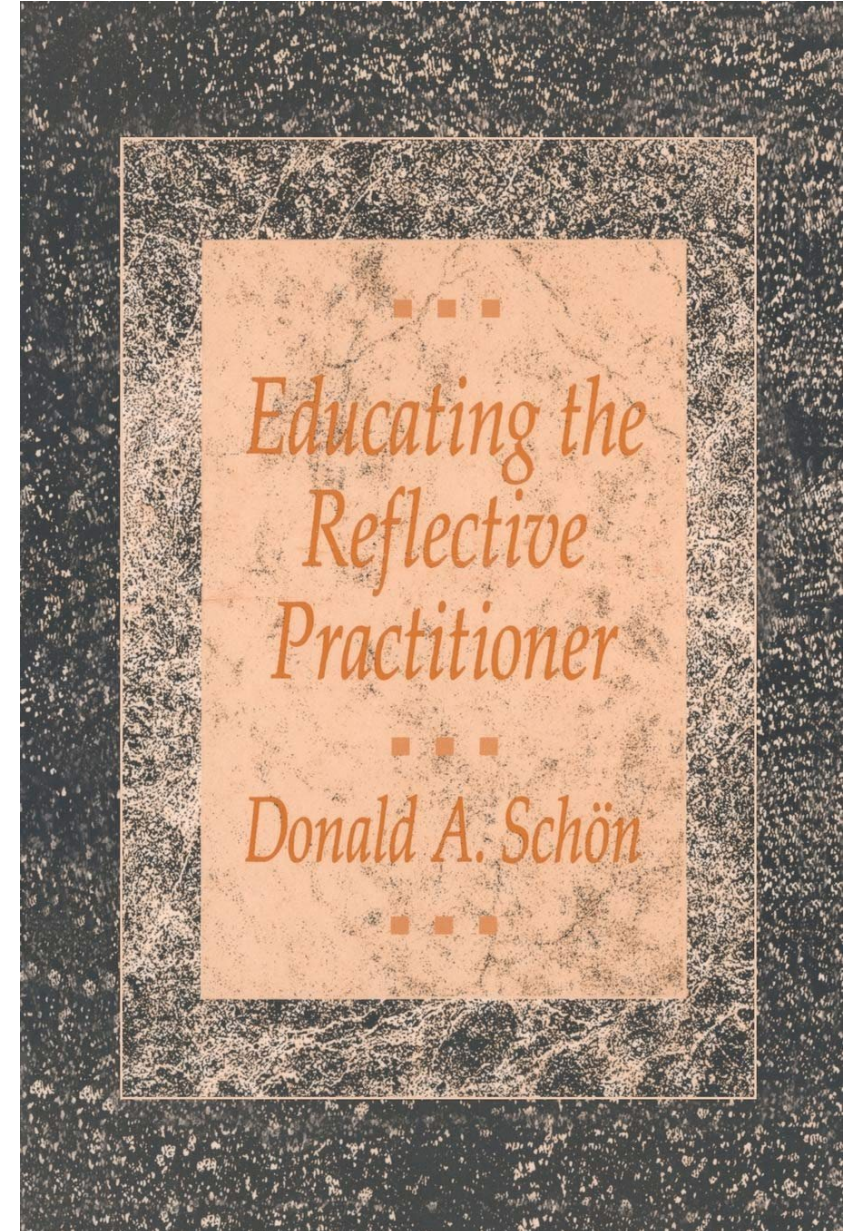
3 important approaches of professional learning

3 مناهج مهمة للتعلم المهني

Donald A. Schön, *Educating Reflective Practitioner*, 1987.

*Educating reflective
Practitioner, 1987.*

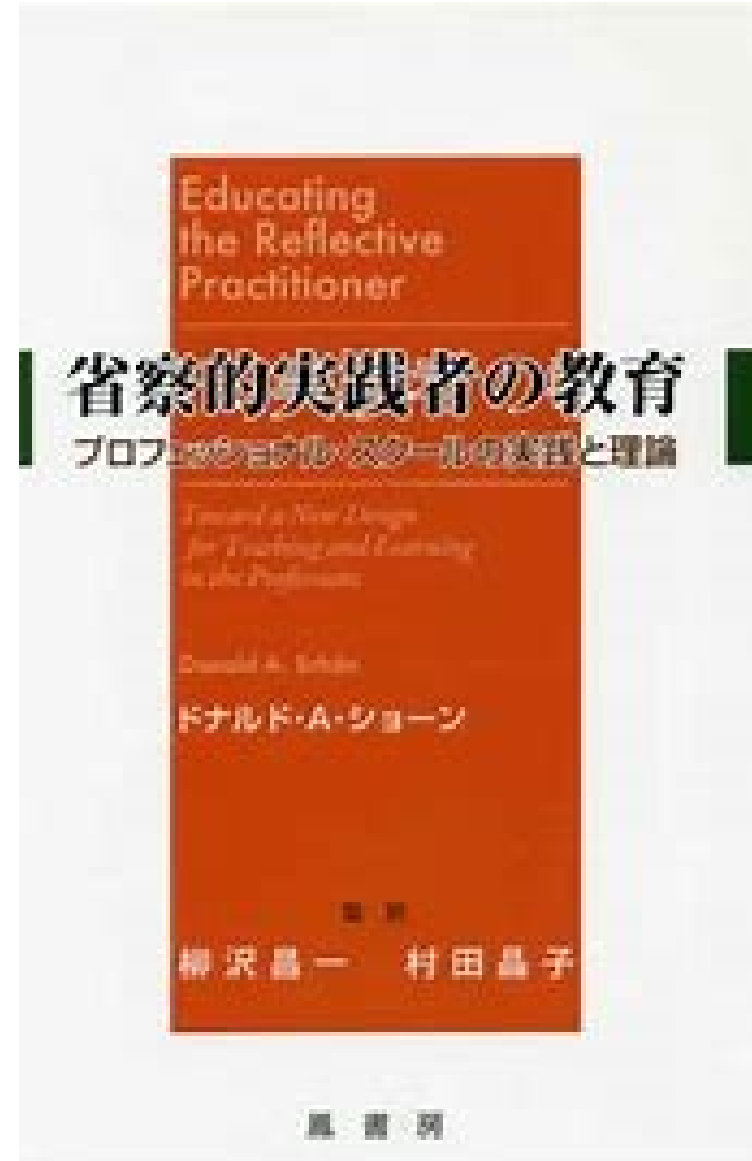
تتقيف الممارس المنعكس



*Educating reflective
Practitioner, 1987.*

تثقيف الممارس المنعكس

省察的実践者の教育
2017年



The core of professional competence

. جوهر الكفاءة المهنية

Reflection-in-action

انعكاس في الفعل

ثلاث أنماط مهمة من التعلم المهني

3 important approaches of professional learning

taeaqub تعقب

following (keep track of) process of learning/practice/play

التجريب المشترك

Joint experimentation

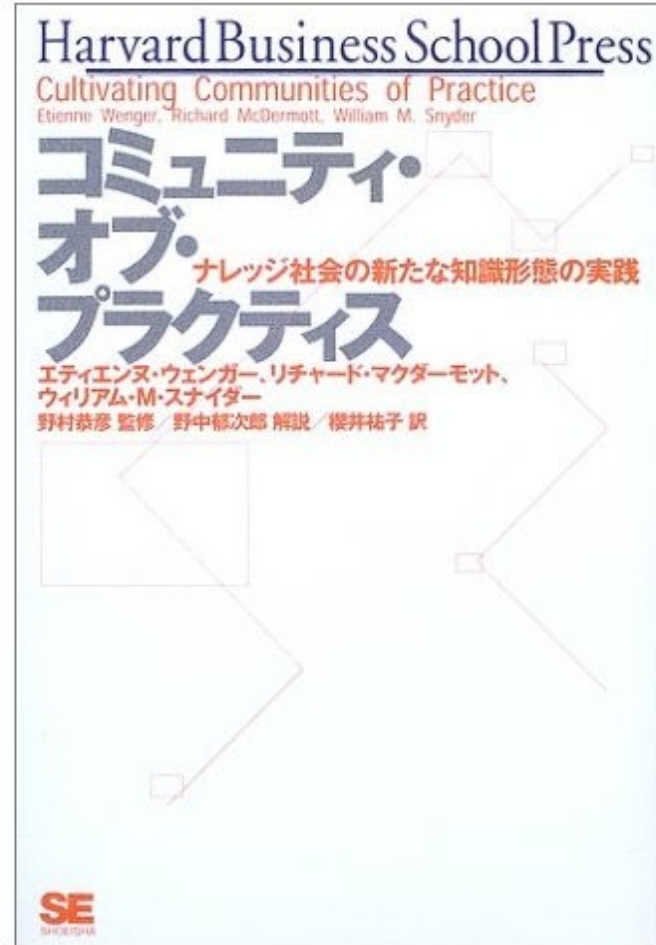
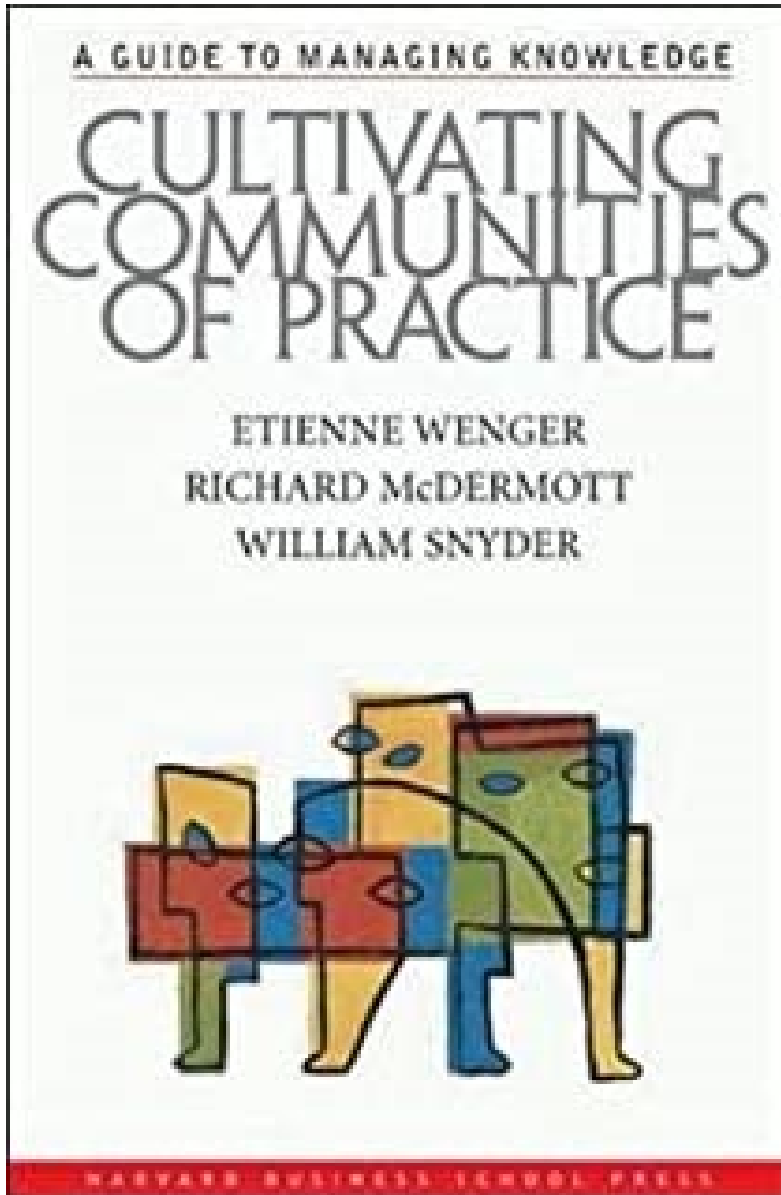
عرض كل منهما للآخر

hall of mirror (sharing each other's inquiry)

Professional Learning Community Approach

بناء جماعات الممارسة المهنية

Cultivating Communities of Practice and Reflection



Étienne Wenger

Communities of Co-learning/Co-inquiry
مجتمعات التعلم المتبادل / مجتمعات البحث والاستقصاء

↔ Organization of self-development
المنظمات التي تنمو

↔ Reflective self-reconstructive organization
المنظمات التي تعيد بناء نفسها بشكل انعكاسي

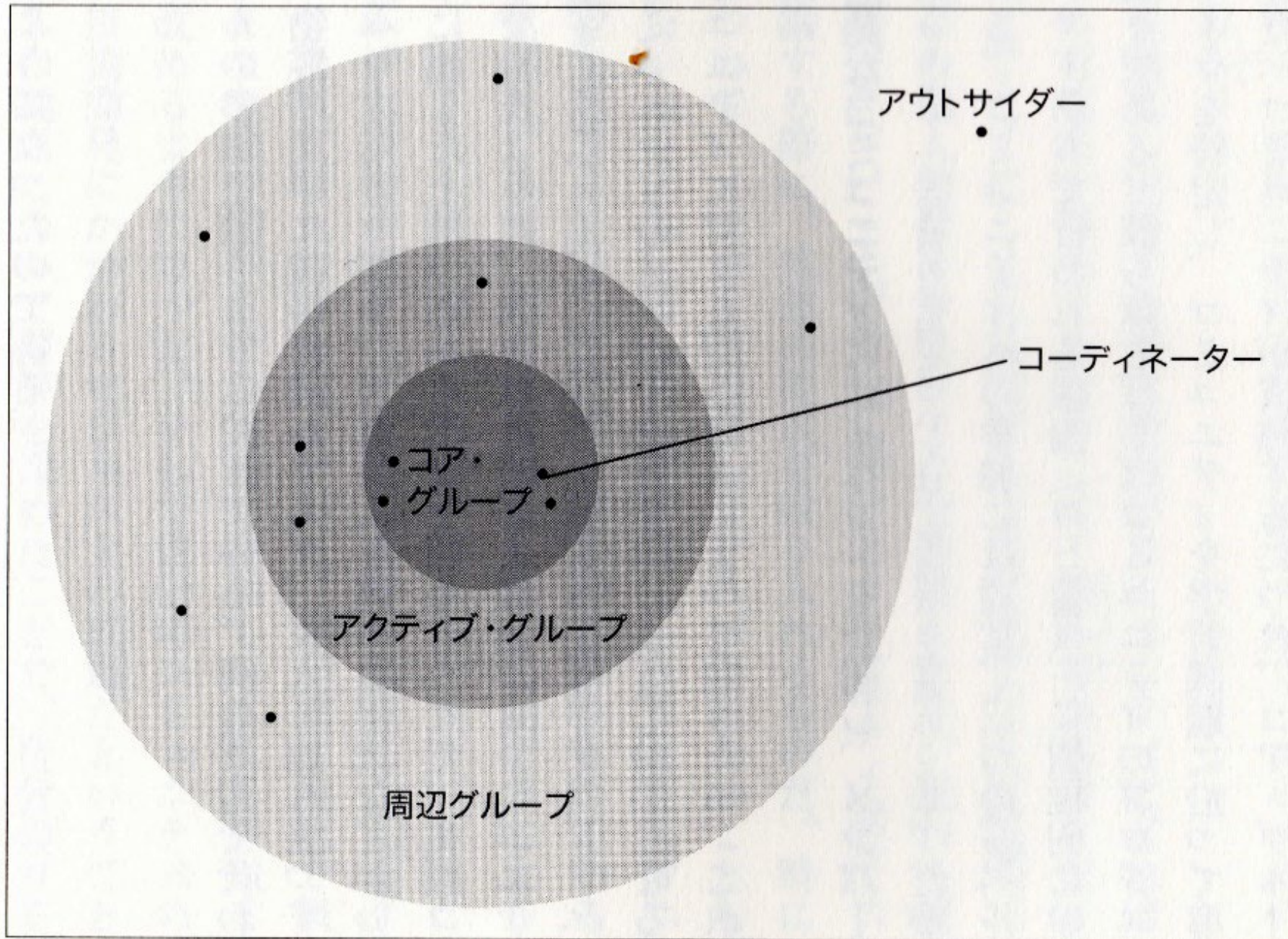
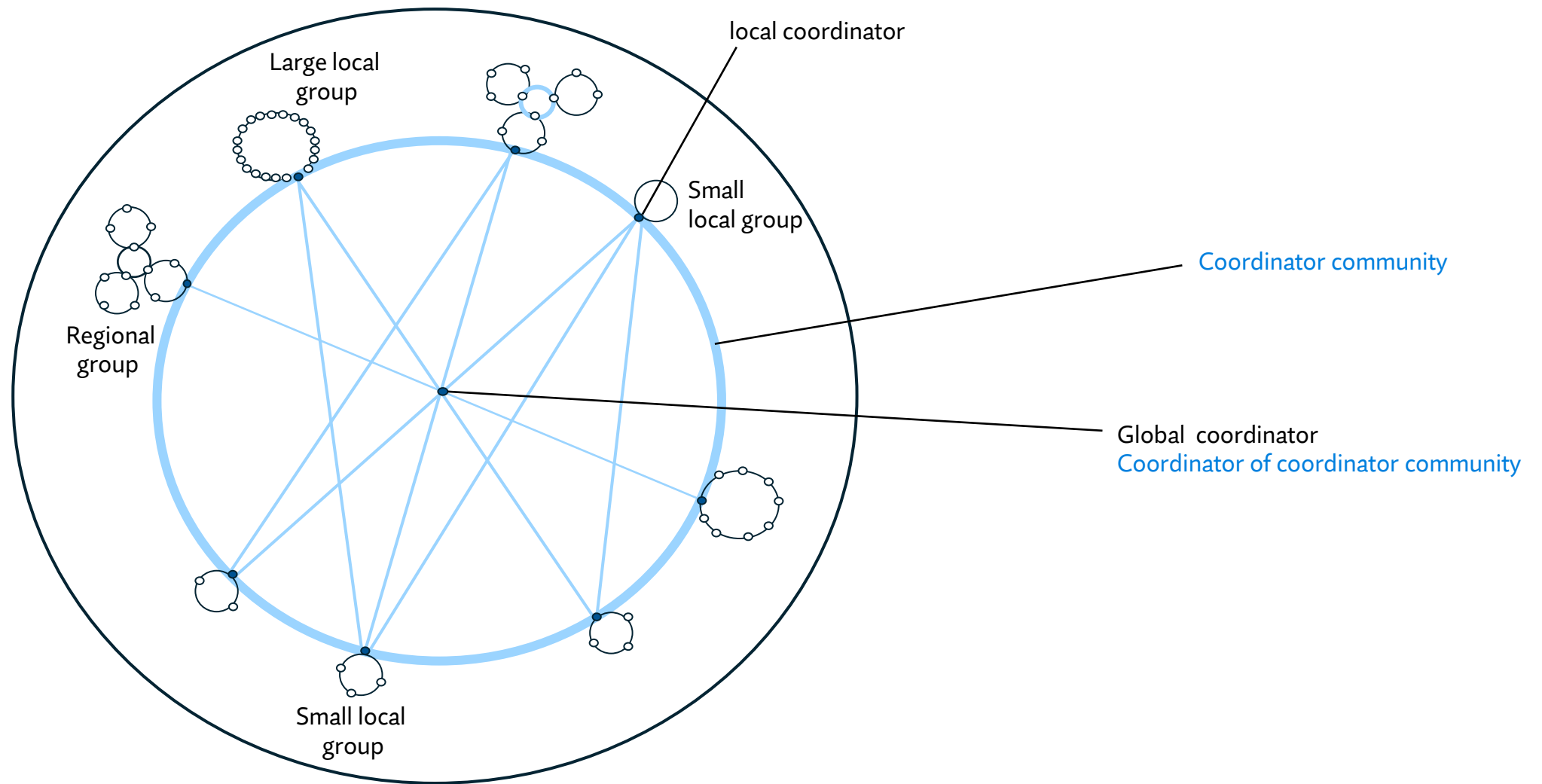


図3-1 コミュニティへの参加の度合い

Figure 6-1 FRACTAL STRUCTURE FOR A GLOBAL COMMUNITY



Source: R. McDermott and J. Jackson, "Designing Global Communities",
E. Wenger, et.al. *Cultivating Communities of Practice*.

Long term cycle of remote-community shaping

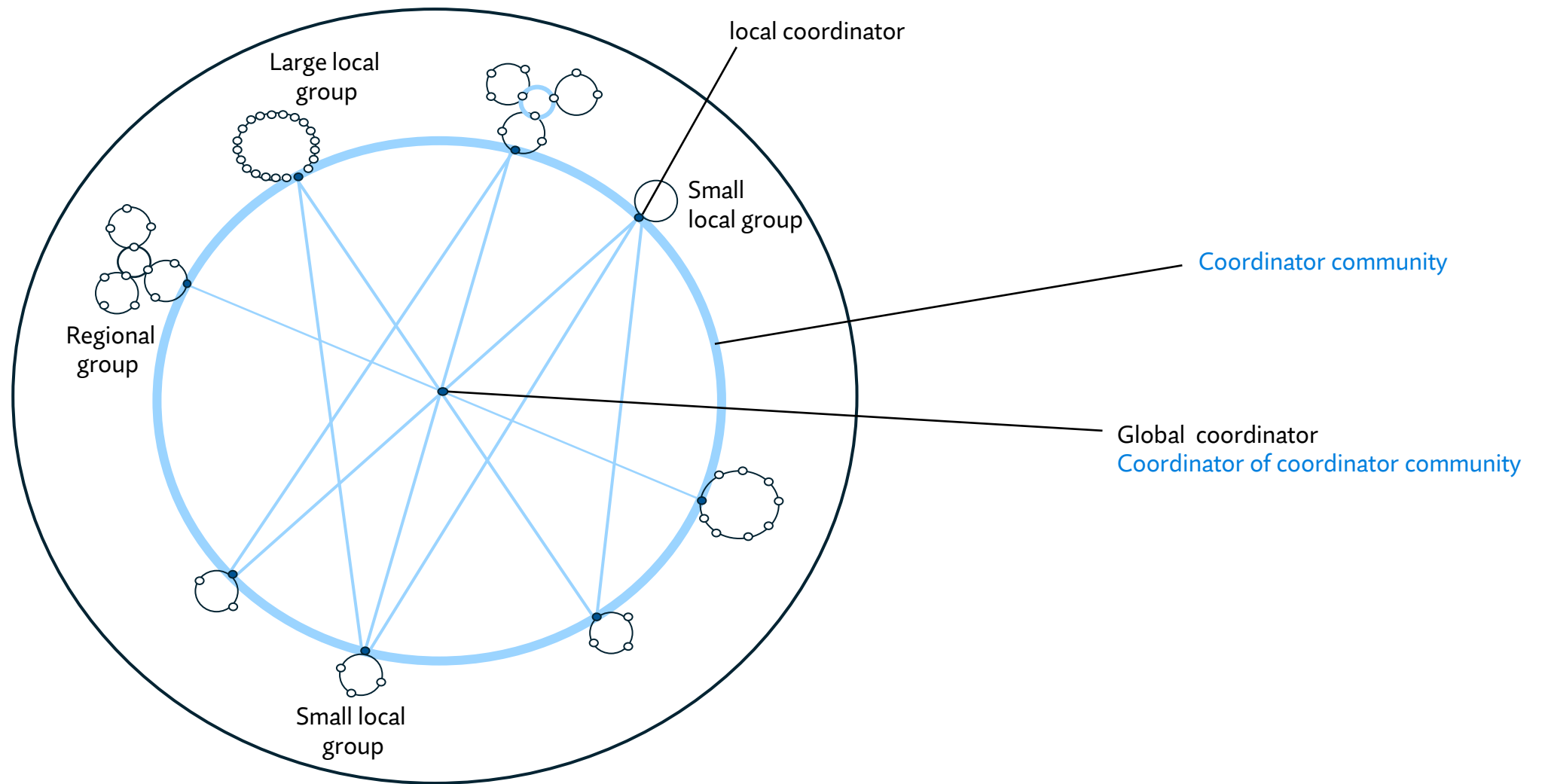
- Development of lesson-studies among teachers in EJS
- Collaboration by inter-school lesson-studies
- Collaboration with the university in Egypt
- Transition of teacher's training in Egypt
 - Round-table session of Egypt-Japan education practitioners (4/year)
 - Visit to Egypt (1/year)

Quarterly round-table session itself serves as the opportunity of intensive collaboration of education practitioners in Egypt and Japan.

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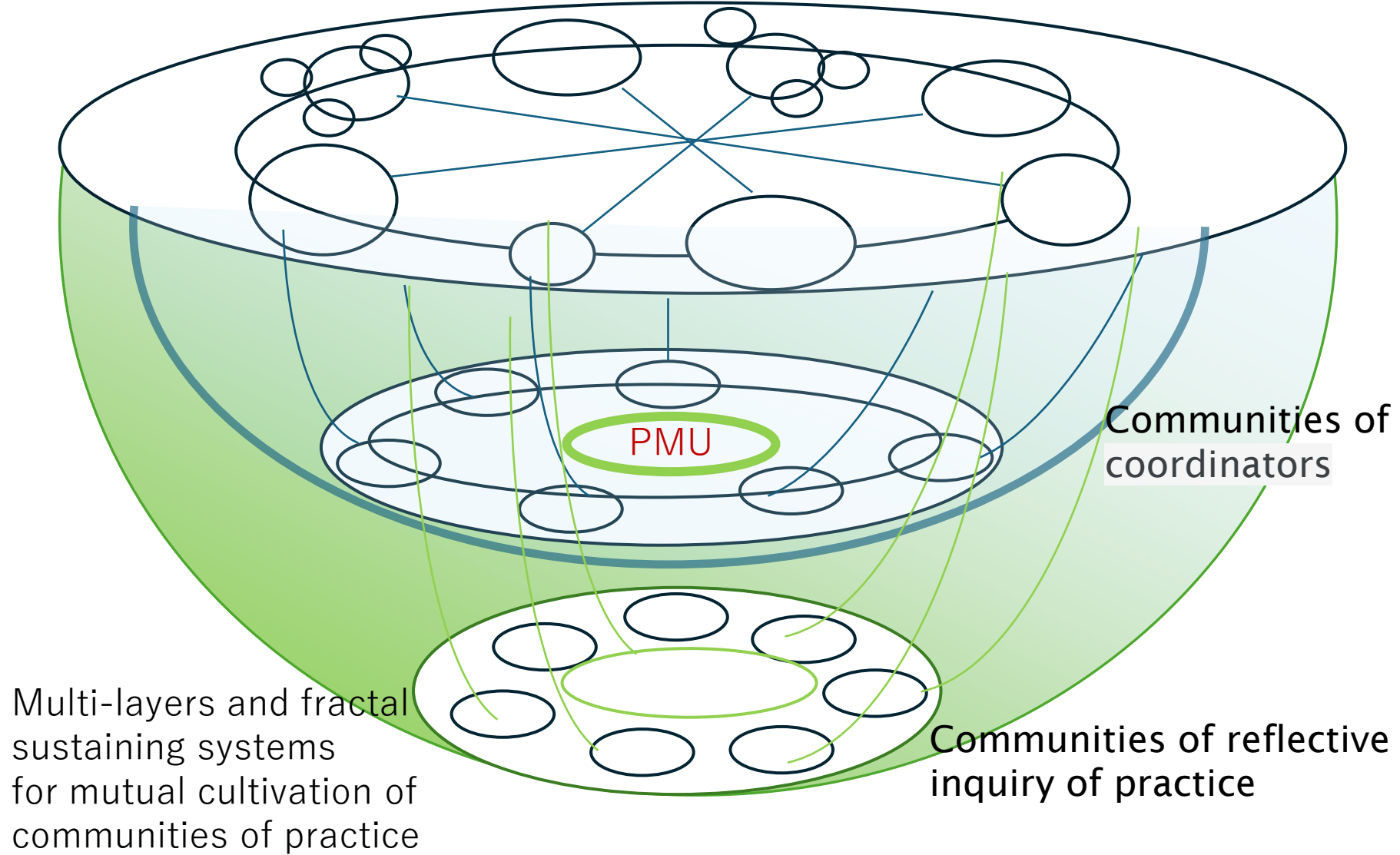
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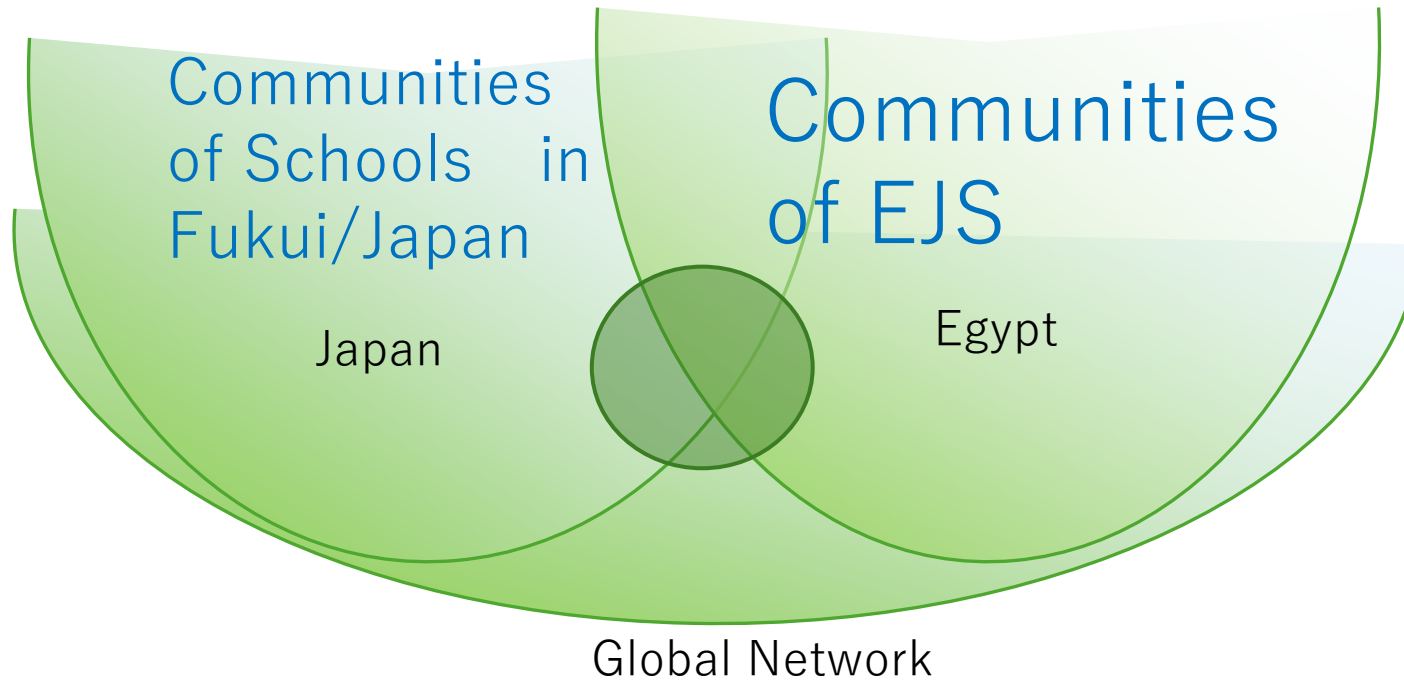
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Source: R. McDermott and J. Jackson, "Designing Global Communities",
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Distributed Communities of Practice and Reflection





Communities
of Schools in
Fukui/Japan

Japan

Communities
of EJS

Egypt

Global Network

Reweaving the world

世界を編み直す

Reweaving
the public education
in our world

世界の公教育を編み直す