

Insight into teacher work of Japanese special education classroom teachers

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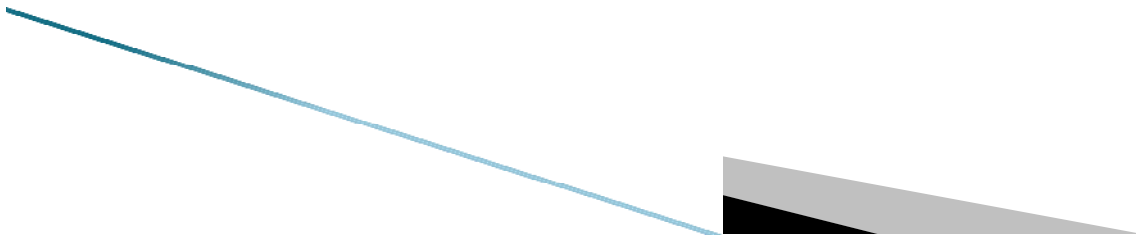
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Session overview

- ▶ Lesson study (LS)
- ▶ Japanese special support education
- ▶ Reasons for using LS in special education
 - Introducing Japanese terms for teacher work
 - Snapshot stories from three special education classrooms
- ▶ Comments and feedback



Lesson study

- ▶ Collaborative process of teacher-led professional development

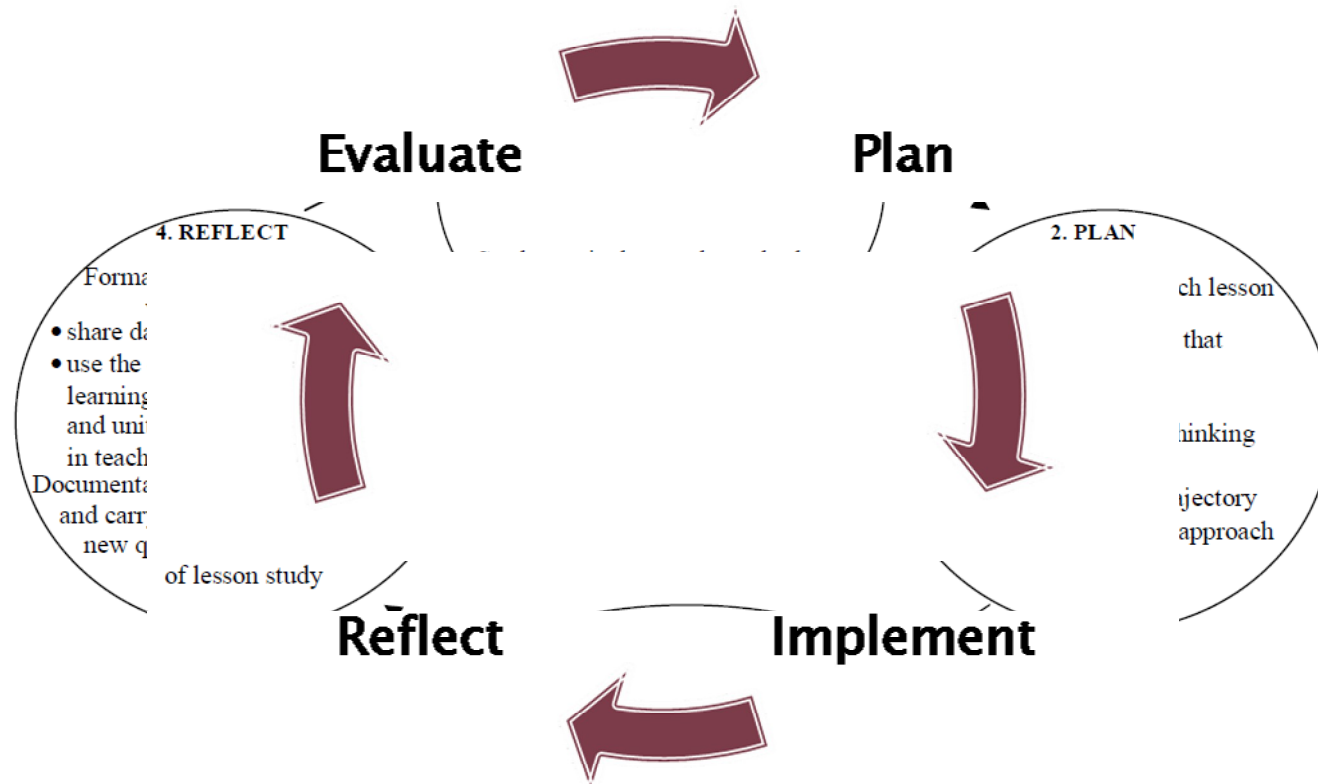
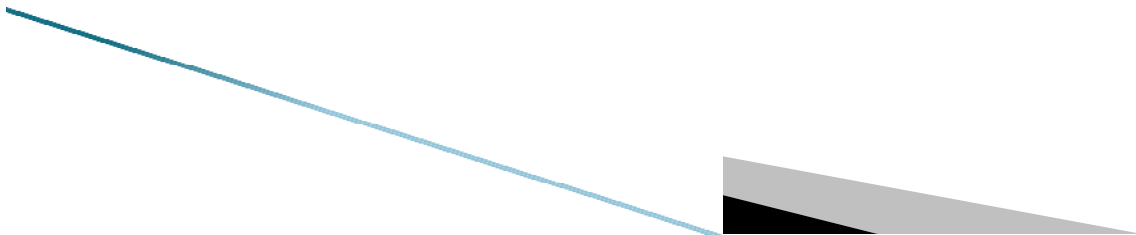


Figure 1. A common cycle of lesson planning
Figure 2. An American view of the Japanese lesson study cycle
(from Lewis, Perry, & Friedkin, 2009, p. 143).

Special Needs Education, 2007

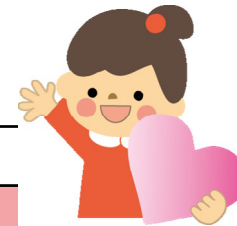
- ▶ New system of Special Needs Education (School Education Law, 2007)
- ▶ New Courses of Study
 - Regular Education (2008, 2009)
 - Special Needs Education (2009)
- ▶ Classrooms for children with dual diagnosis
 - Learning from experiences rather than from separated subject contents
- ▶ Team approach in special needs education



Site school and teachers

- ▶ School values
 - Whole- person education
- ▶ Special education unit (SEU) or tokubetsu- shien- kyouiku- bu
 - Research school attached to one national university
 - One head, three classroom teachers (JT1, JT2, JT3), and part-time support teacher
 - Primary category of disability: Intellectual impairments
- ▶ SEU teachers
 - Previous teaching experiences in regular education
 - Male teachers
- ▶ Children
 - JA: Child with ASD, JC: Child with II
 - Year4: Typical children of regular education classroom

Students in SEU classes



Name code	Year	Gender	Additional diagnosis to II
SEU1 (Year 1-2)			
JA1	1	Female	ASD
JC1	1	Male	Down syndrome
JC2	1	Female	n/a
JA2	2	Male	ASD
JC3	2	Male	Down syndrome
JC4	2	Male	n/a

Story 1

Story 4

SEU2 (Year 3-4)

JA3	3	Male	ASD
JC5	3	Male	n/a
JC6	3	Female	Down syndrome
JA4	4	Male	ASD
JC7	4	Male	Down syndrome

Story 2

SEU3 (Year 5-6)

JC8	5	Male	Down syndrome
JC9	5	Male	Down syndrome
JA5	6	Male	ASD
JA6	6	Male	ASD

Story 3

Story 1 : Whole school and *Han*

- ▶ One big playground for everyone playing together
- ▶ *Han* or peer group used in various settings across the school
- ▶ Peer praise or positive feedback: Finding “good part” of friends
- ▶ The cycle of planning, implementing, reflecting, and evaluating activities or duties is also used with the children in the school

Reasons for using lesson study in the Japanese special education

- ▶ Reason 1: Education values
- ▶ Reason 2: Learning aims of life- skill learning unit

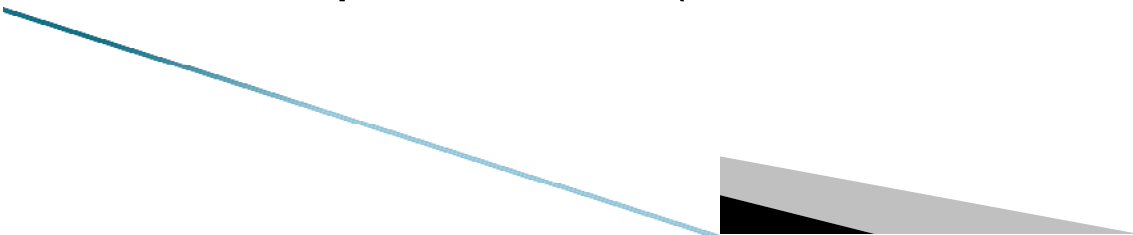


- ▶ Reason 3: “Lesson skills”



Reason 1 : Education values

- ▶ Whole- person education in regular education
 - “Zest for Life” (Basic Act on Education, 2006)
- ▶ Teachers’ interpretation of **bamen** or whole scenes
- ▶ Understanding “actual condition” or phenomena of children with ASD/ II
- ▶ Making children’s school lives “better”
 - “Special activities for enhancing children’s independence” (Courses of Study, 2009)



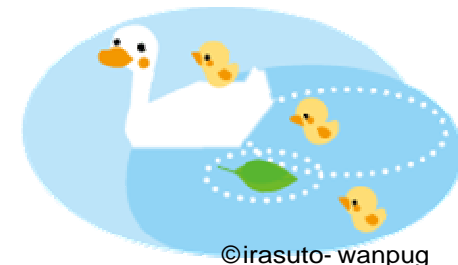
Story 2: JC9's behaviour in a *bamen*

- ▶ Teachers' views of one child's behaviour as his/her characteristic
- ▶ This behaviour as a group learning opportunity
- ▶ Teacher verbal prompts
- ▶ Classroom goals: "Trying my best, for myself, for my friend"
- ▶ Support for friends
- ▶ Peer modeling



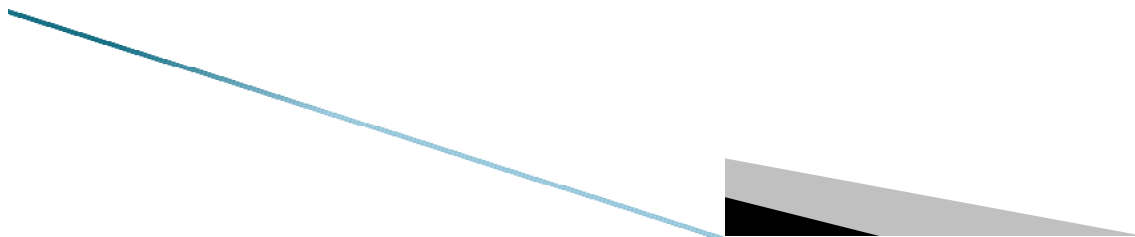
Story 3: Duck tale illustrating *kokoro*

- ▶ School announcement: “Sad” event
 - Worrying about *kokoro* (i.e., heart) of the “friends”
- ▶ Advice from the head of SEU to JT3 (novice teacher)
- ▶ Solution
 - “Cheering our friends up!”
- ▶ Feedback from Year4
 - “Thank you to everyone for support and baby duck is doing well!”



Reason 2: Learning aims of life-skill learning unit

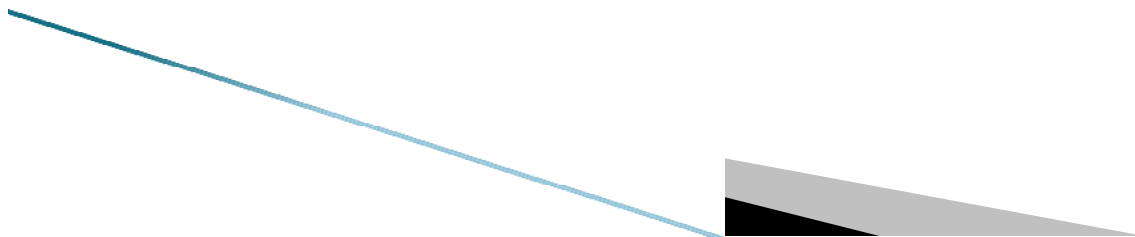
- ▶ Group activity for children
- ▶ Support for individuals: Creating learning situations of being independent and showing initiative
- ▶ Support for a class: Creating social situations to build community
 - Using well-defined themes of lessons



Reason 3: Lesson skills:

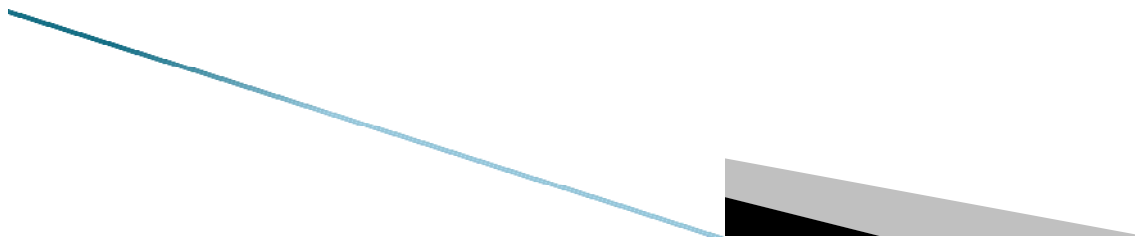
Ability to create a good lesson

- ▶ Continuous attempt to improve a lesson
 - Children's “actual condition”
 - Most effective lesson themes
 - Adequate learning materials
- ▶ Team approach skills
- ▶ Embody the ideal lesson through articulation of children's interaction and responses
- ▶ Theory into practice through lesson Study



Story 4: Hero cartoon and *tomodachi*

- ▶ JT1 creating a situation for free play
 - Hero cartoon (“Let’s go, Anpanman!”)
 - Peer groups regarding their characters’ roles
 - Collaborative group activities
 - Accepting an enemy (Sandman) as our friend
- ▶ Creating a lesson together with children
- ▶ JT2’s advice on the story- making

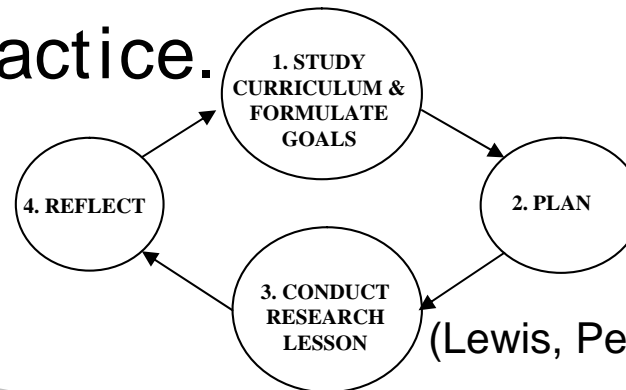


Stories from a Japanese school

Japanese word used in stories	Keyword	Story	Description
1 Peer groups <i>Han</i>	“Peer group”	Group responsibility and praising friends	The school owns a huge playground for everyone to play together. Children work as a team. Children say what friends did well and teachers say what they did well.
2 Child behaviour <i>Bamen</i>	“Scenes”	JC9’s behaviour	Teachers tries to see whole scenes and views a behaviour as the child’s characteristic. One child’s problem is not only his issue but about everyone’s issue. Children are also expected to think what they can do for “friends.”
3 School community <i>Kokoro</i>	“Heart”	Duck Tale	A whole school approach leads children to solve the problem of one class (i.e., “sad” event). Children cheered up their friends who were sad.
4 Everyone is my friend <i>Tomodachi or “Friends” nakama</i>		Hero Cartoon	Teachers calls peers “friends” when talking to the children about classes or peers. JT1 uses hero cartoon for her lesson. Enemy becomes “our friend.” Everyone is our friend.

What do these stories tell us?

- ▶ Stories illustrate education values relating to teacher work and practice.
 - Whole- person approach
 - Emphasis on peer relationships
- ▶ The teacher uses one theme for one entire unit to develop the lesson world where the children live and experience being with friends.
- ▶ The lesson study process is embedded in teacher work and practice.



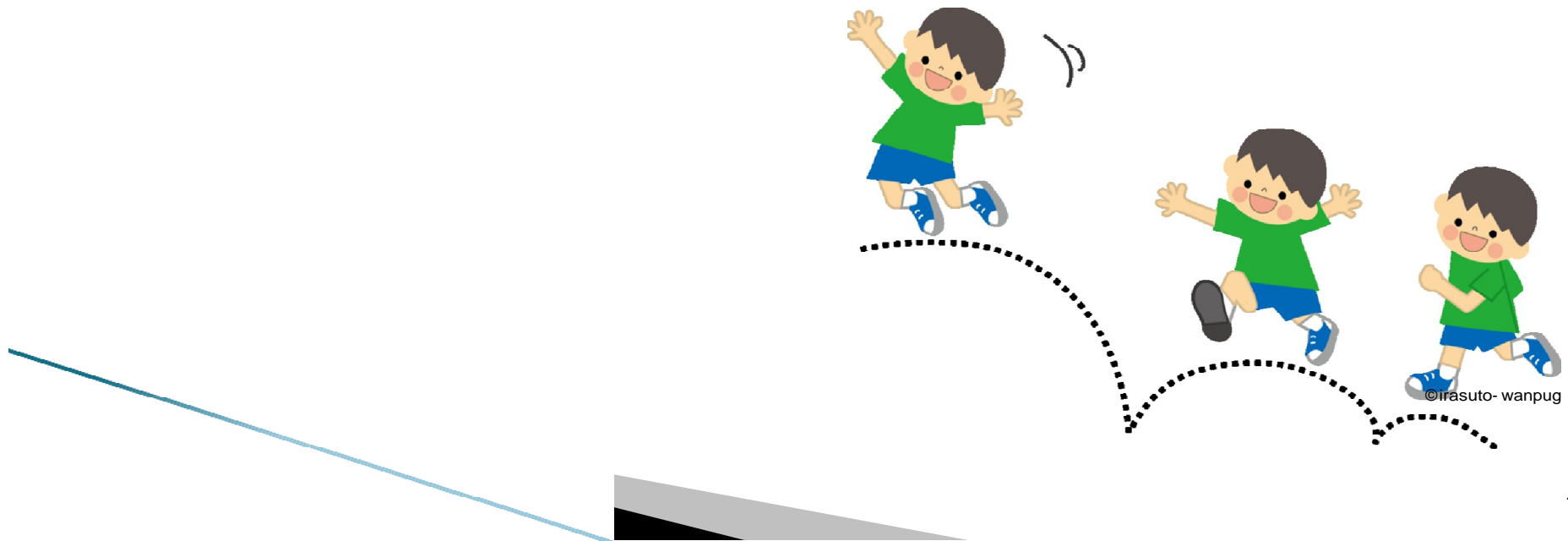
(Lewis, Perry, & Friedkin, 2009)

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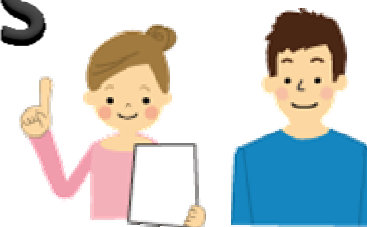
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Thank you for your time

- ▶ Comments and feedback



Teachers in SEU classes



Teacher code	Age	Gender	Qualification	Teaching experience (Special education classroom teachers)	Other experience
JT1	36 yr	Female	Bachelor of Education (Linguistic and special education)	5 years and 1 month (The 5 th year)	9 years as a regular education classroom teacher
JT2	27 yr	Male	Bachelor of Education (Social science and special education)	3 years and 1 month (the 4 th year)	1 year as a regular education classroom teacher
JT3	29 yr	Female	Bachelor of Education (Special education)	1 month (the 1 st year)	6 years as a regular education classroom teacher