

The Relationship between Social-Emotional Learning and Lesson Study from the Teacher's Perspective:

Tokkatsu in Egypt and Japan



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• Purpose

To clarify the relationship between social-emotional learning and lesson study based on interviews with teachers and staffs working on Tokkatsu in Egypt and Japan.

• Topics

1. Implementation and Dissemination of Tokkatsu through Lesson Study in Egypt
 2. Possibilities for Cross-National Lesson Study
- cf. The Significance of Lesson Study on classroom meetings from the Perspective of Japanese Teachers

Introduction

(MEXT, 2018)



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Building of human relationships

Recognizing each other's differences and developing the ability to live together

Participation in society

Developing the abilities for creating a better group or society

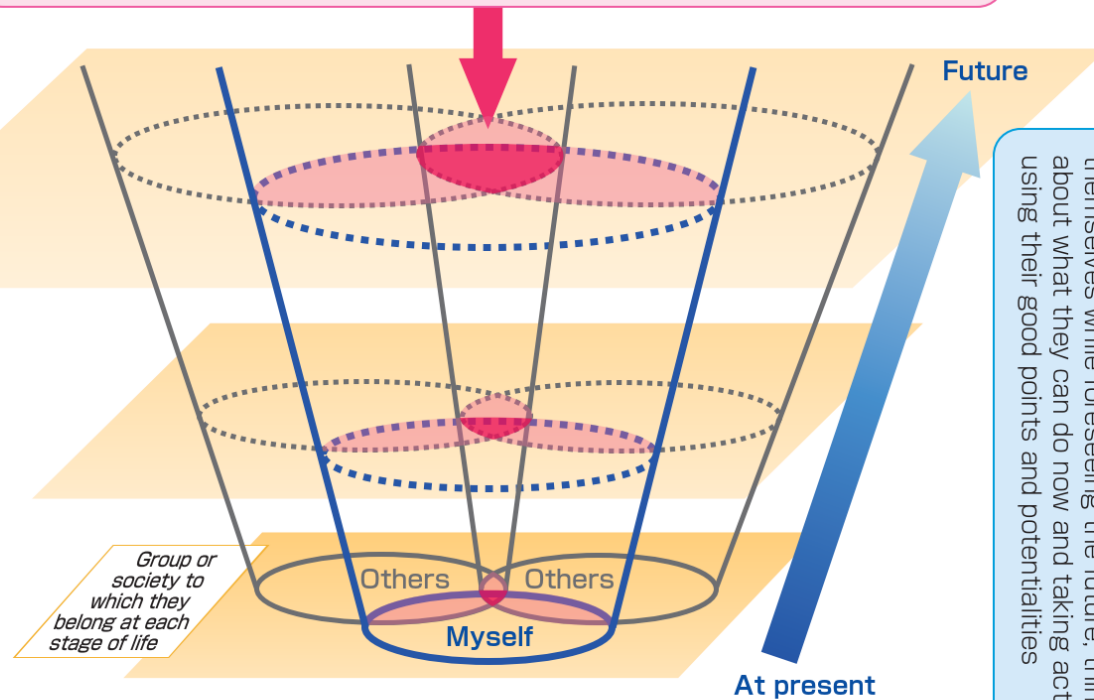
Self-actualization

Developing the abilities for making efforts to become what they want to be

Human relationship which they want to build

Point of view where children make efforts to build a better human relationship using their good points while cooperating with each other in the relations between "individual and individual" and "individual and group"

Society which they want to create
Point of view where children positively participate in various groups or societies to which they belong now and will belong in the future to make the groups or societies better



This shows the concept that children grow with three points of view on qualities and abilities to be developed being related to each other.

Becoming who they want to be
Point of view where children try to improve themselves while foreseeing the future, thinking about what they can do now and taking actions using their good points and potentialities

Classroom activities



Student council activities



School events



Club activities



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

1-1. Current Status of Tokkatsu and Duties of Tokkatsu Officer

Pioneer Schools 12 schools

Play responsible roles in class



Classroom meeting

Classroom guidance



Discussing students' own issues

Egyptian Japanese Schools 51 schools

Play responsible roles in class



Nicchoku (daily coordinator)

Kakari (small group activities) / Toban (chores)



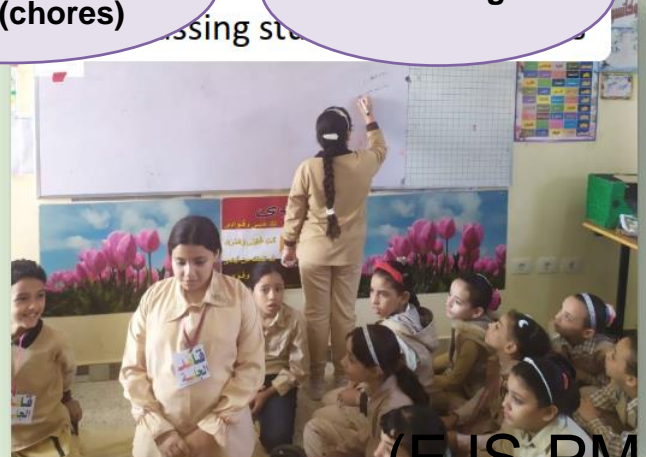
Discussing students' own issues

Nationwide Schools About 20,000 schools

Play responsible roles in class



Cleaning



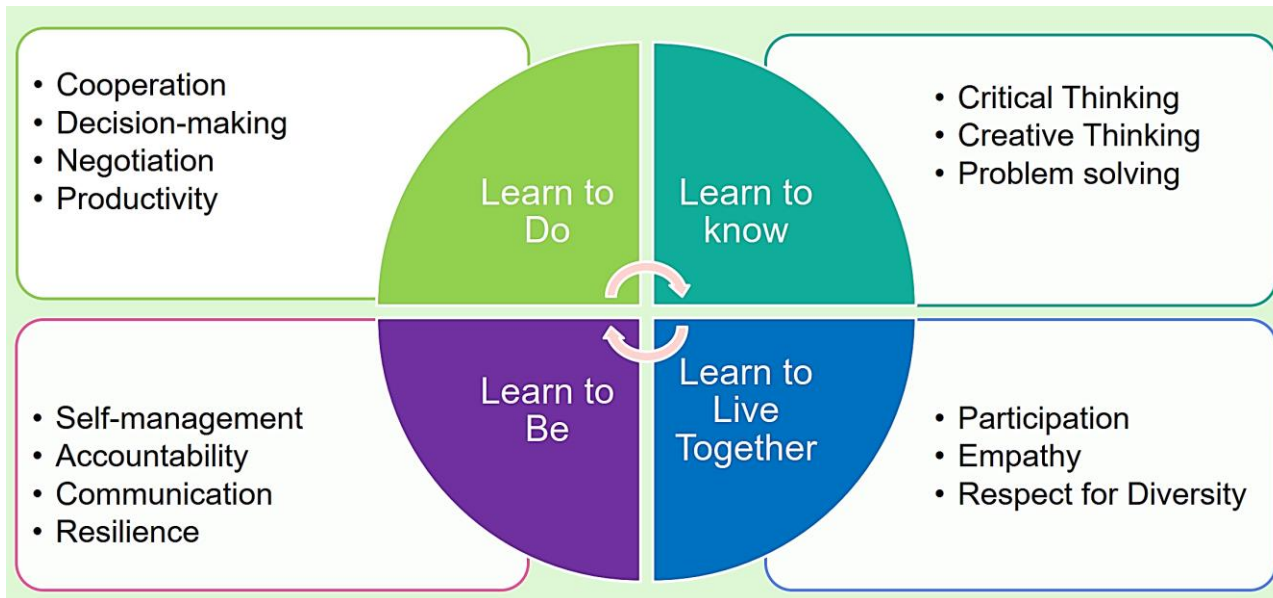
(EJS-PMU, 2022)

1-1. Current Status of Tokkatsu and Duties of Tokkatsu Officer

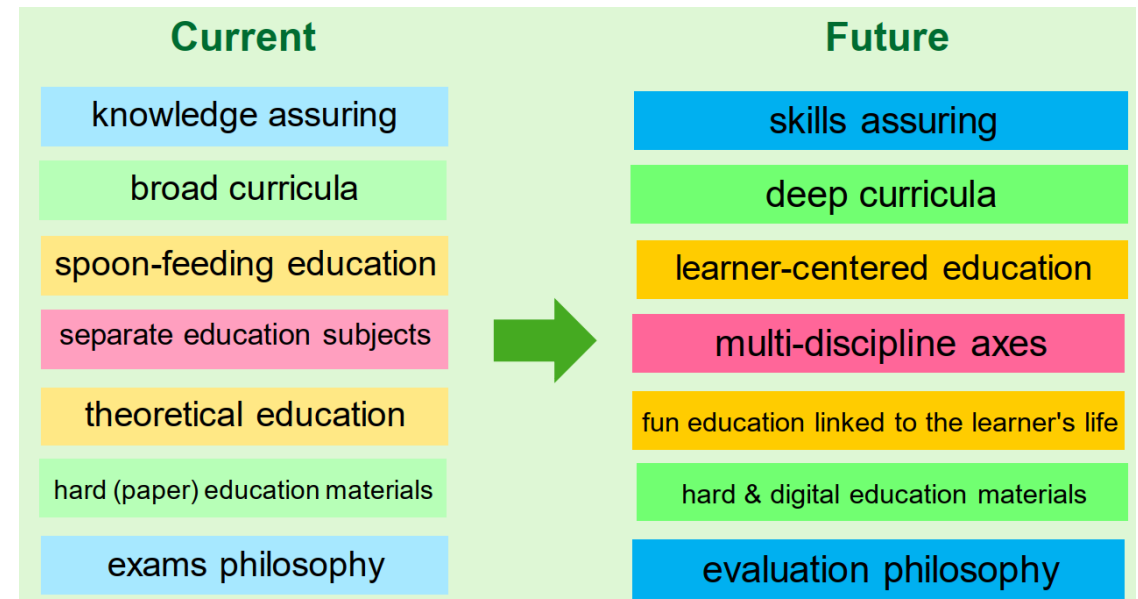
• Tokkatsu in new national curriculum “Education 2.0”

Leverage point : improvement of learning attitude, deeper levels of cognitive learning, reciprocal relationships, and cooperative classroom environment (EJS-PMU, 2020)

Establishment of a system for cooperation among teachers



14 life skills through learner-centered learning



Change in whole school by Tokkatsu

1-1. Current Status of Tokkatsu and Duties of Tokkatsu Officer

• **Mission of Tokkatsu Officer (TO)** (EJS-PMU, 2021)

160 TOs are responsible for monitoring of Tokkatsu and provide feedback using an evaluation tool



(1) Classroom meeting in an open class



(2) Advice to teachers by TO

1-1.Current Status of Tokkatsu and Duties of Tokkatsu Officer

• Item 6 “How to make consensus” in rubric of classroom meeting

Nine items are evaluated in five-steps which is certified by meeting all performance of multiple criteria

	Item	Step 1	Step 2	Step 3	Step 4	Step 5
6	How to make consensus	<p>Few pupils give their opinions. or each pupil gives his/her opinion once then no consensus is reached.</p> <p>1-A few pupils give their opinion. 2-The pupils reach the consensus directly through voting.</p>	<p>Many pupils give their opinions in their own words, but without deep discussion among pupils they decide by majority vote.</p> <p>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.</p>	<p>Many pupils give their opinions in their own words and discuss pros and cons of each opinion and decide without using majority vote.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>Pupils gather the best opinion from everyone and reach a decision through consensus without using majority vote.</p> <p>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.</p>

• Methodology

1. Interview survey in three EJS from Dec. 25 to 28, 2023
 - 10 TOs (TO-a to TO-j), 8 teachers (T-a to T-h), and 12 students (S-a to S-l)
 - 60 min for teachers and TOs, 30 min for students (via interpretation)
2. Participatory evaluation workshop "Most Significant Change" (MSC)
 - 10 EJS teachers, 5 parents, and 5 Tos
 - Analyzing of the changes in students, teachers, and schools through Tokkatsu





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EDU-Port Japan

“Study on internationalization and quality assurance of Tokkatsu aimed at fostering non-cognitive skills”



1-2. Role of TO in Lesson Study

• TO interviews: "Ability for TOs to monitor teachers"

Category	Code	Number
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

- "Because the guiding method depends on teacher's personality, it is necessary to understand it." (TO-d)

- "We don't go looking for mistakes, but we have to be aware of helping teachers." (TO-e)

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

(Tanaka et al., 2024) 11

1-2. Role of TO in Lesson Study



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• TO interviews: “Challenges of monitoring by TOs”

Category	Code	Number
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

“No matter how many times I point out the same thing, the problems were not improved. The teachers always do it the same way.” (TO-d)

“It's a little difficult to talk with teachers who think that their practice is right.”(TO-g)

“Not enough interaction among teachers in the same school.” (TO-g)

“It's hard to convince teachers that students should do, not teachers.” (TO-f)

(Tanaka et al., 2024)

• **Teacher interviews: their perception of TO**

Importance of the TO's role in the beginning of the practice

- T-h first arrived at EJS and did not know anything about Tokkatsu, "the TO taught me everything from 1 to 10."
- T-e told tried to correct a students' incorrect premise and explain it to them, but was stopped by the TO.

TO advised her to check properly with the chairpersons before the class meeting and to advise them to whisper during the meeting.

TOs is driving factor of Tokkatsu diffusion (Kyomen et al., 2024), but the effectiveness depends on their relationship with teachers.

Lesson study among teachers is also a driving force for dissemination₁₃

1-3. Diverse changes by Tokkatsu

• The most significant changes after the introduction of Tokkatsu

Group	Student	Teacher	School
Teacher A	<ul style="list-style-type: none"> - Became confident in themselves - Became inquisitive - Became able to make cooperative criticism, accept differences and resolve problems 	<ul style="list-style-type: none"> - Have a long-term perspective and plan - Track children's performance - Promote educational processes 	<ul style="list-style-type: none"> - The school was united as one team and community.
Teacher B	<ul style="list-style-type: none"> - Became cooperative and inquisitive, and began to show leadership - Became happy - Became able to express themselves freely 	<ul style="list-style-type: none"> - Became able to improve and develop themselves - Became able to support children by different approaches and with alternative plans 	<ul style="list-style-type: none"> - The school became a second home for children and teachers. - A healthy and new lifestyle was adopted. - Evaluations and improvements are carried out continuously.
TO	<ul style="list-style-type: none"> - Have developed a sense of responsibility - Became able to show stronger leadership - Have a greater sense of self-affirmation - Became able to accept others 	<ul style="list-style-type: none"> - Became able to make better plans, considering colleagues' experiences - Became more thoughtful of each child's personality and feelings 	<ul style="list-style-type: none"> - The school looks attractive to children. - The school can make a better plan in cooperation with parents.
Parent	<ul style="list-style-type: none"> - Became able to show leadership by taking on roles effectively 	<ul style="list-style-type: none"> - Use diversified and new methods in giving classes and explanations 	<ul style="list-style-type: none"> - The school listens to and uses others' opinions.

1-3. Diverse changes by Tokkatsu

• Conceptualization on teachers' changes in individual worksheets

(Hirata et al., 2024)

1. Development of new skills for teaching

Holistic development of students

From memorization to dialogue

Students learn and access information on their own

Child-centered

Activities adapted to the individuality and personal differences of the students

2. Active interaction with students to shorten the distance

Accepting students' mistakes without condemning

Dialogue and listening skills

Plan strategies according to the individual differences analyzed

1-3. Diverse changes by Tokkatsu

3. Ability to face challenges and to think of solutions

Active participation in training

Collaboration in lesson study

Time and effort management

Accept responsibility

Innovation, creativity, unconventionality

4. Strengthening cooperative relationships with colleagues

Shareing each other's experiences and educational materials

Establishing relationships with others

Leveraging expertise of colleagues

Performance Optimization



Fostering creativity and citizenship

1-3. Diverse changes by Tokkatsu

- **The Connection between Lesson study and Tokkatsu**

Tokkatsu is understood as a philosophy that runs through the entire curriculum rather than specific activities

Circular relationship: improvements of Tokkatsu spill over to strengthen ability to teach academic subjects and collegiality



2. Possibilities for Cross-National Lesson Study

2. Cross-National Lesson Study



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• Joint lesson study on Tokkatsu with EJS and CJS



https://www.eduport.mext.go.jp/en/journal/project-en/tsukubauniv_egypt_2023-2/

2. Cross-National Lesson Study



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• Joint mock classroom meeting with EJS and CJS

EJS teacher:

"Even though Egyptian and Japanese people have very different ideas, we were able to discuss and decide together. I was convinced that we could do that in the classroom as well".

CJS teacher:

"I learned from Egypt the necessity of communicating the significance of Tokkatsu while practicing the activities".

(Amano et al., 2024)



2. Cross-National Lesson Study



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• Further improvement of Japanese classroom meetings

• Challenges differ from country to country

-Japan: "speaking" different opinions from others without being influenced by peer pressure

-Egypt : "listening" to others' opinions with respect, rather than sticking to their own assertions

• Concepts of new classroom meetings

(1) To do not intentionally link the agenda to classroom management and classroom goal

(2) When comparing opinions, allowing students to speak freely and enjoyably

(3) Persistent persuasion to gain understanding of the minority



Thank You



Lesson study on KAKARI activities in international WALs 2022 conference Malaysia (Yamada et al., 2022)

**cf. The Significance of Lesson Study on
Classroom Meetings
from the Perspective of Japanese Teachers**

cf. The Significance of Lesson Study on Classroom Meetings

- **What is “classroom meeting ? ”**

Identifying issues to improve life in one’s school and the classroom, holding discussions to find solution, building a consensus, dividing tasks and carrying them out in cooperation (MEXT, 2018)

- **Central theme in lesson study:
Consensus building**

“To recognize and come to terms with differences and diversity of opinions”
(MEXT, 2018)



cf. The Significance of Lesson Study on Classroom Meetings

- **Methodology** (kyomen, 2022)

Case study of junior high school: 15 lesson study sessions were held from 2018-2021

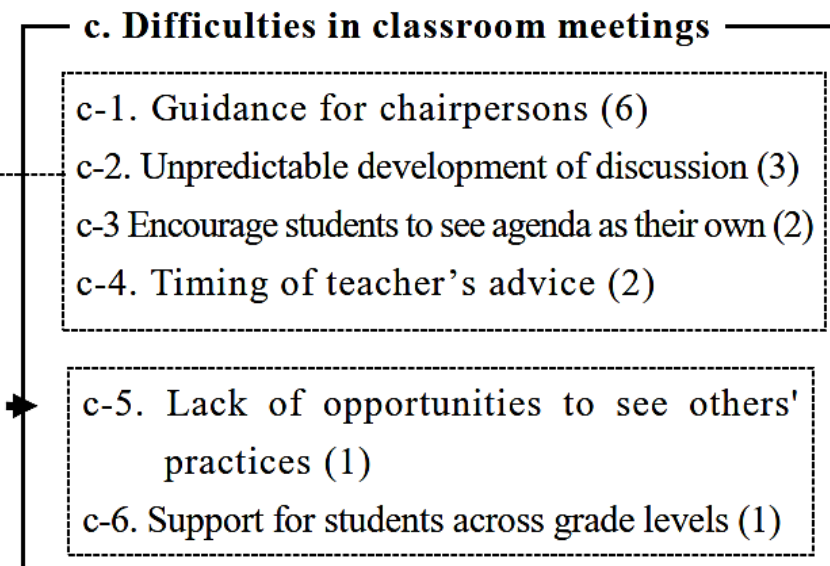
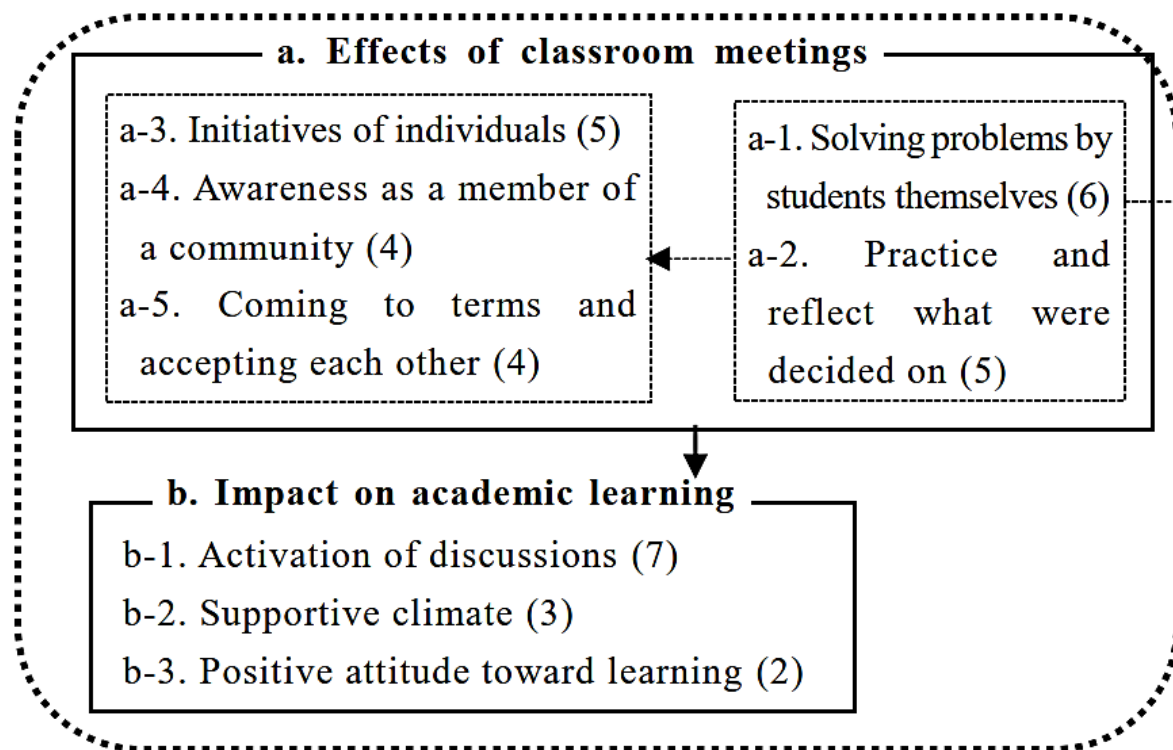
	Date	Age	Experience	Subject	Open class
A	7.18	45	19Y	Technology	
B	7.25	46	24Y	English	
C	7.25	36	13Y	Social studies	✓
D	7.26	41	19Y	Social studies	✓
E	7.29	33	11Y	English	✓
F	8.1	29	7Y	English	
G	8.1	42	16Y	Physical education	✓
H	8.9	28	6Y	Japanese	✓
I	8.10	38	15Y	Physical education	✓



Semi-structured interviews with teachers using stimulated recall methods and qualitative coding (Sato, 2008)

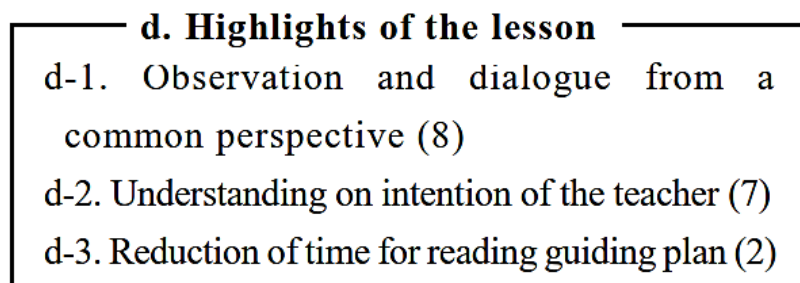
• Teachers' perceptions and story line about lesson study in classroom meetings

Theme I: Significance and challenges of classroom meetings

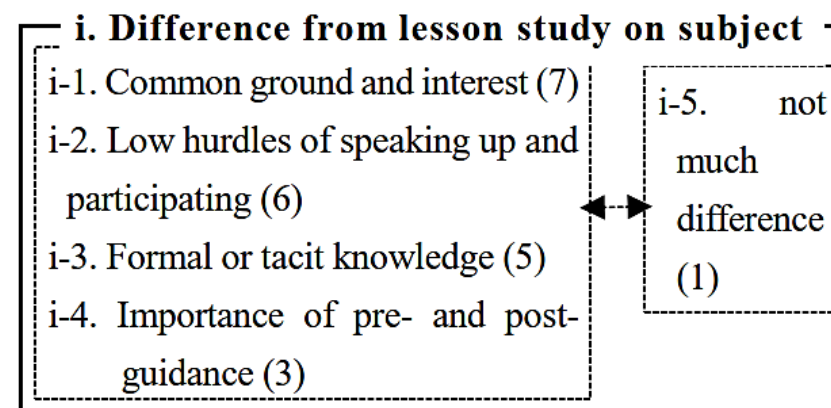


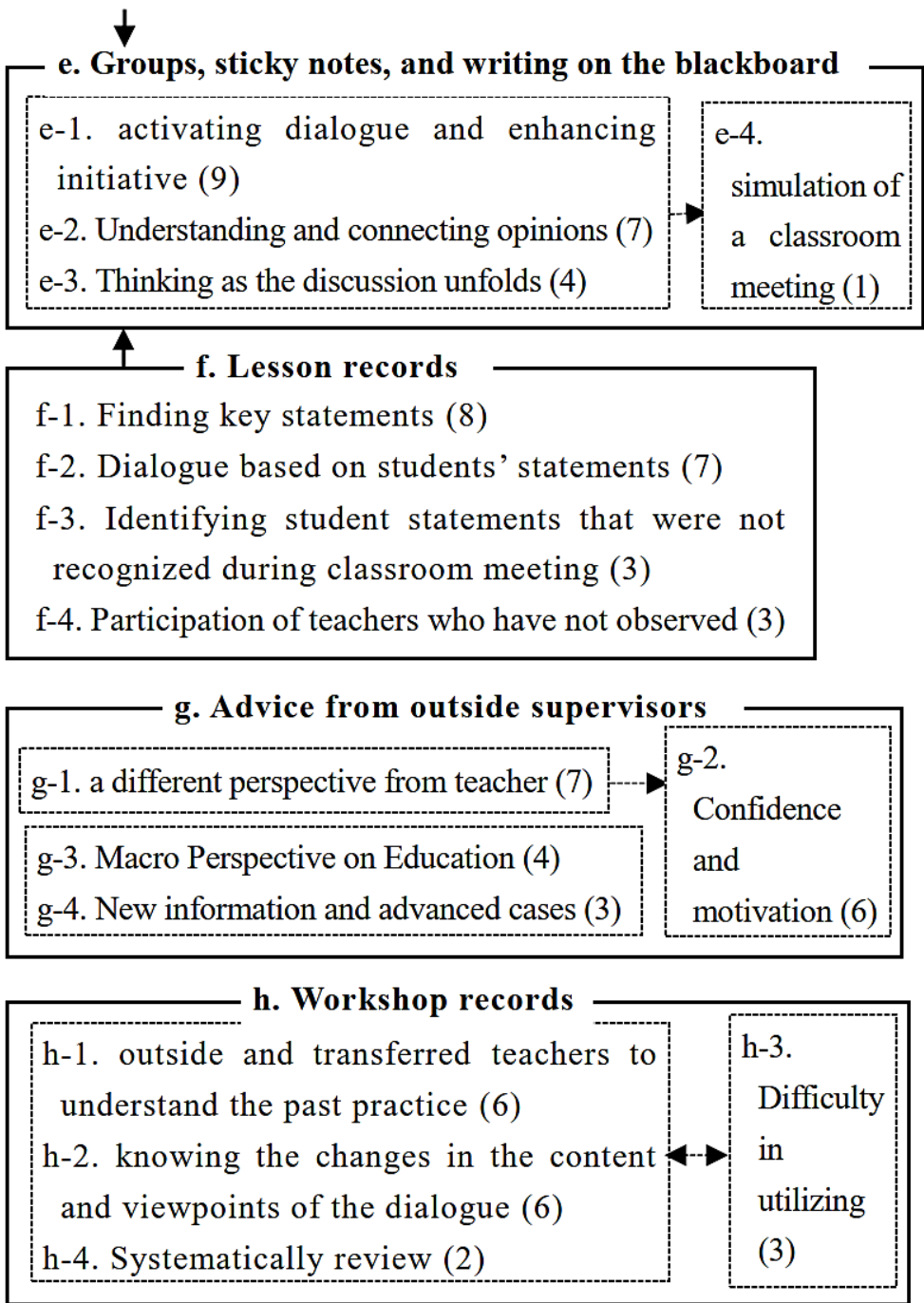
*Numbers in parentheses indicate the number of teachers who mentioned that code

Theme II: Methods of the Lesson Study

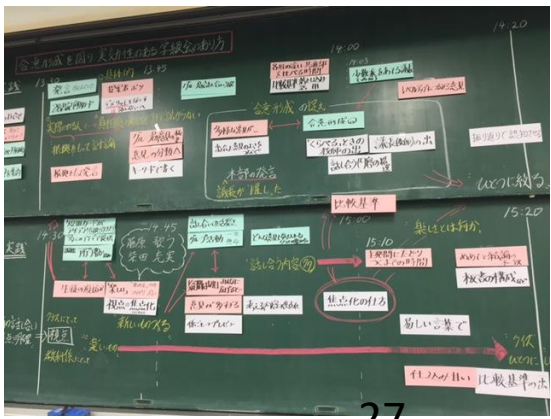


Theme III: Significance and challenges of the lesson study

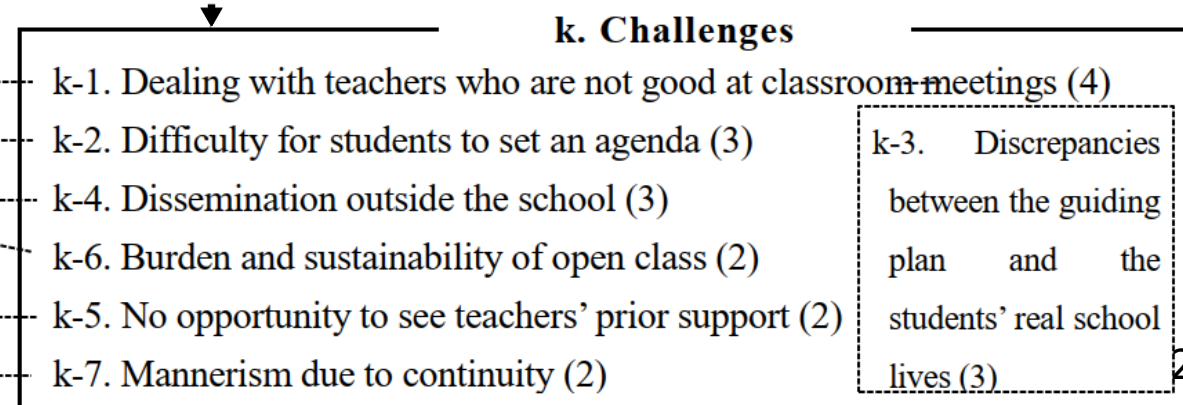
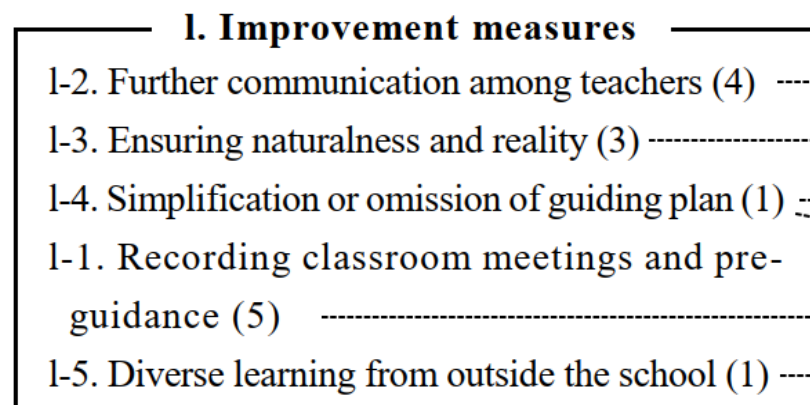
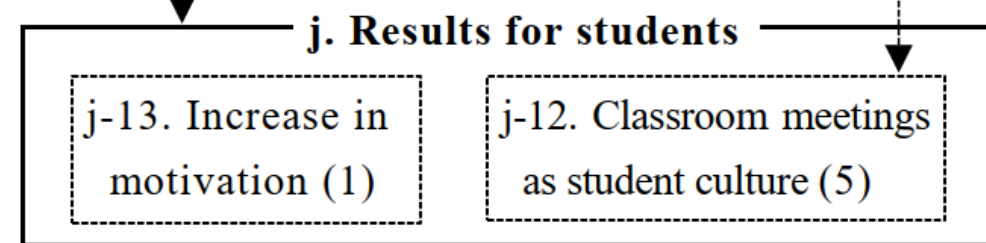
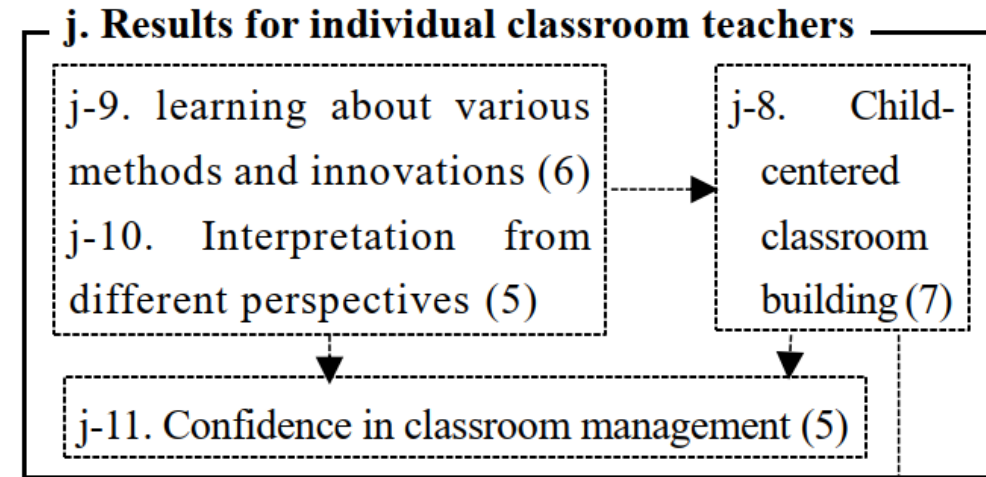
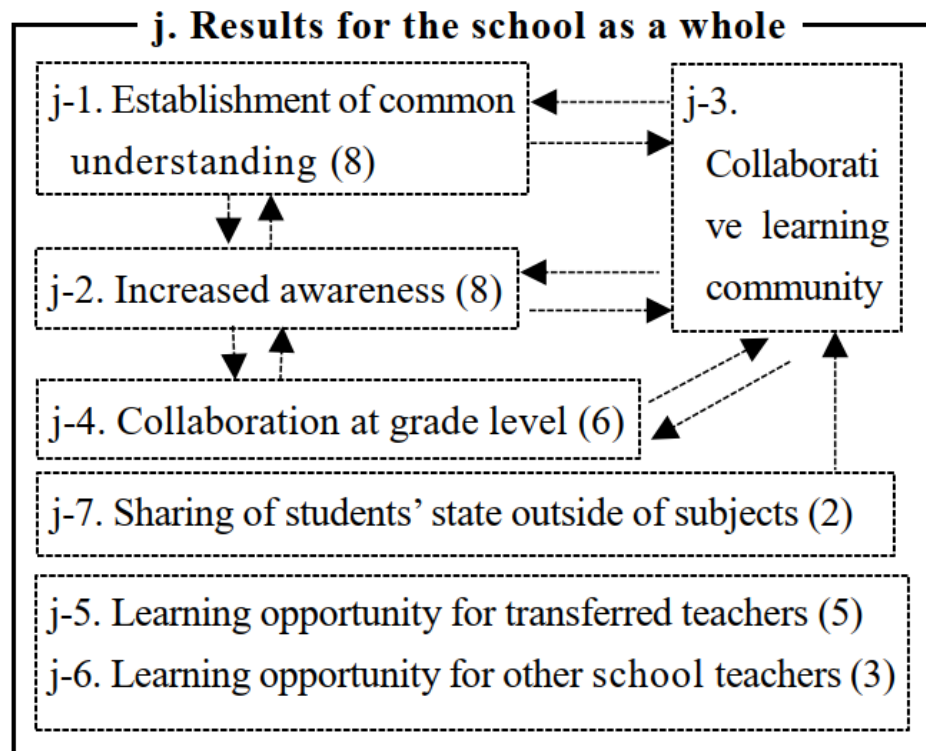




- Lesson study on classroom meetings form a professional community of teachers (Hargreaves, 2003) and a caring and collaborative learning community for teachers and students (Lewis, 2023).
- It contribute to the development of lesson study on subjects
- Reciprocal relationship between Tokkatsu and lesson study



cf. The Significance of Lesson Study



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