

## Summary of “Lesson Study” and “Curriculum Management” in Japan

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### 要 旨

Lesson Study を我国の校内研修・授業研究に相当すると位置付けるならば、学校組織における教師の資質・教育力の向上が、直接・間接的には生徒の知的・人格的育成に相関性があるとする観点から、それは学校改善 (School Improvement) に貢献するものであり、広義的に Lesson Study はカリキュラムマネジメント (Curriculum Management) 論の一要素であると体系化できよう。

教育経営学の範疇における学校改善論とは、問題解決性・教育経営の活性化・ポジティブな学校文化形成・自主的/自立的な組織体・開かれた協働性等の項目を意味するが、究極的な学校組織の存在意義は、組織上の合理化論等を踏まえつつも生徒の知的・人間的成長を意図するものであり、これが最重要な教育 (組織) 目標となる。つまり、教育方法と教育経営学が融合する学問範疇で考察するとき、カリキュラムマネジメント論は、一定の学校教育目標の具現化を生徒の育成を通して評価されるカリキュラム PDCA 過程の経営論である。

なお、本研究の後半部分では、カリキュラムリーダーシップ論に特化して、その実証を試みた。

#### 1. Introduction

The main purposes in this article are :

- 1) To discuss the detailed conceptual structures between “Lesson Study” and “Curriculum Management”.
- 2) To discuss the conceptual structures and differences between “Professional Learning Community”, “Knowledge Management” and “Lesson Study” as a Future’s Research.

#### 1) To discuss the detailed conceptual structures between “Lesson Study” and “Curriculum Management”.

From the points of view of conceptual structures between “Lesson Study” and “Curriculum Management”, it is necessary to understand what the concept of “Curriculum management” is.

Historically, “Curriculum Management” is often discussed at the educational research associations such as Japanese Curriculum Study Association, Japanese Educational Management Association and others. (Takano, Nakatome, Koizumi, Amagasa, Kuramoto, Tamura.)

Japanese Educational Ministry officially recognize the concept of “Curriculum Management” in their documents for the local board of education and schools as nationwide. Also, there are training systems of “Curriculum Management” to improve school effectiveness for the middle leaders at every prefectural

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level.

According to Nakatome, who is a well-known researcher for the concept of “Curriculum Management”, it consists of two aspects: the first is the curriculum design as content development and methods of educational teaching instruction, the second is the managerial aspects by maintaining the condition which supports the former factor (Nakatome 2000). “Curriculum Management” mainly has two conceptual factors: one is based on the theory of Curriculum development and Instruction, and the other is the theory of School Management (English 2000).

Therefore, the basic paradigms and the functions of “Curriculum Management” are typically explained as an interactional theory between “School Management” and “Curriculum Development/Instruction” to improve the holistic educational performance of a school organization. (Kuramoto 2006)

The school organization based on “Curriculum Management” theory needs to have clear managerial visions: how teachers design the school curriculum, how teachers share their knowledge, how teachers collaborate to cultivate the school culture. It also has famous PDCA management cycle, which means Plan, Do, Check, Action. (Kuramoto 2008)

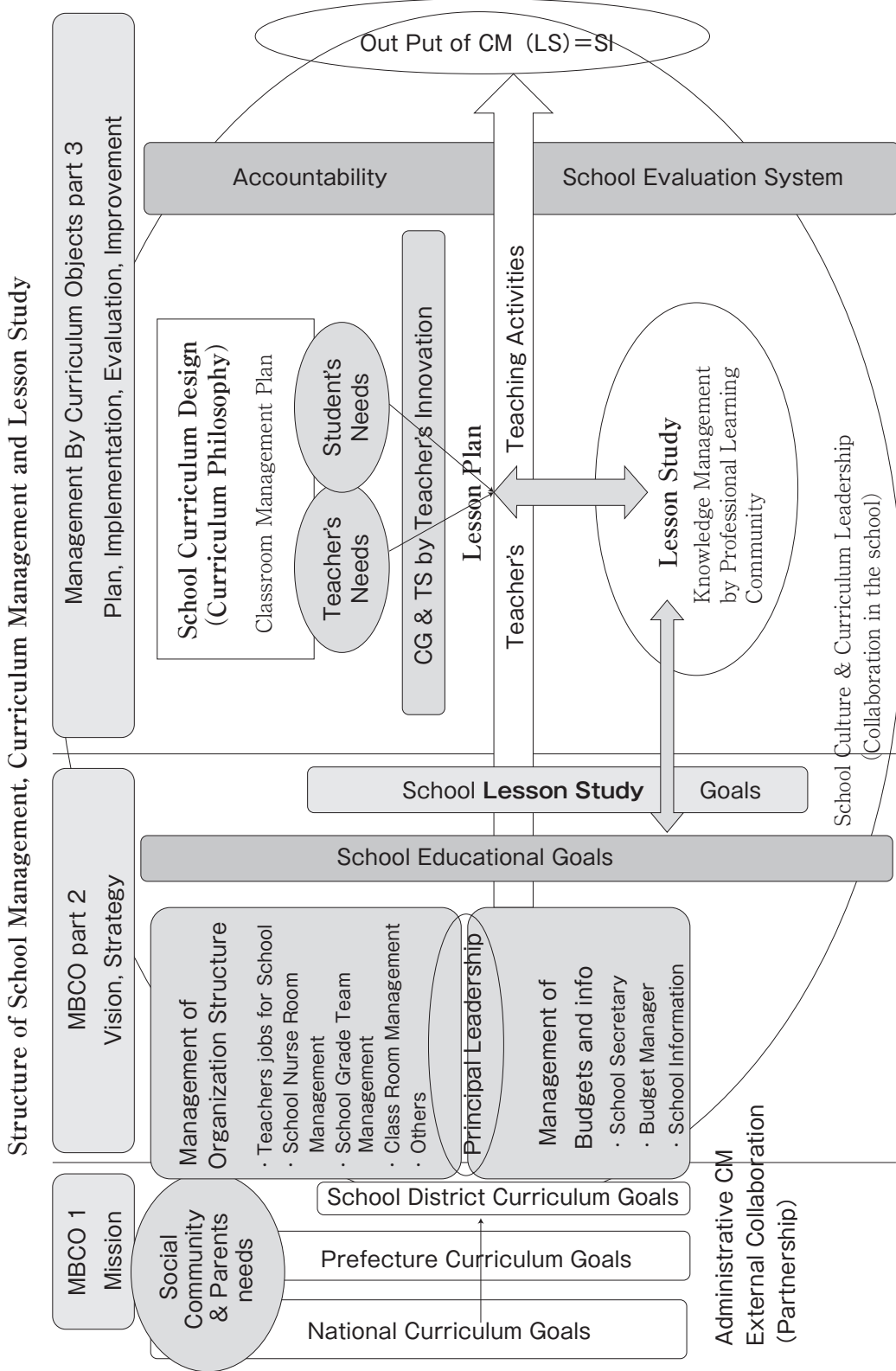
The key to “School Management” depends on “Curriculum Development/Instruction”. For “School Management”, first of all, the school educational goal should be established (Plan). Secondly, it is necessary to make strategic teaching plan and curriculum, to implement the curriculum and actual teaching lesson (Do), to evaluate the educational effectiveness (Check). Finally, it is completed to be an improved qualitative curriculum development and teaching strategies within a school year (Action). In other word, this typical paradigm is called “Curriculum Management” as known.

Additionally, it is possible to conclude that there is “Curriculum Management” theory including “Lesson Study”, which is through making the Lesson Plan, observing the teaching class, and reflecting on teaching instruction. This is namely teacher’s professional development strategy commonly known as “Lesson Study”. Of note, this system has its origins in Japan. “Lesson Study” is one of the remarkable achievements to come out of the various Japanese educational cultures. This innovative teachers’ professional development tool entails to be observed by peer teachers incorporating teacher-led action research with the ultimate aim of improving the school organizational environment and student’s learning in the classroom. The key concept for the “Lesson Study” is “internal collaborative school culture”, in which each individual teacher is able to share his/her professional visions and missions to improve teaching skills and morale, and indirectly to advance student achievement. In order to create the positive school culture, the roles of “Curriculum Leadership” of principal and middle leaders are indispensable for the progress of the Lesson Study system.

As a result, “Lesson Study” needs to be recognized as a part of “Curriculum Management” theory based on “School Management”. It is not only the individual teacher’s responsibility to educate students, but also the whole school organization attempts to manage their school curriculums and instructions. In this way, “Lesson Study” has a significant role to carry out “Curriculum management” on the school level.

According to Figure 1 below, the details of structure of “School Management”, “Curriculum Management” and “Lesson Study” can be shown.

Management by Curriculum Objects part1



School Management Theory from points of Lesson Study (Curriculum Study) = Curriculum Management

**Figure 1** The structure of Curriculum Management of a school level

Mission

Management by Curriculum Objects part2

Vision, Strategies

Management by Curriculum Objects part3

Plan Implementation Evaluation Improvement.

“School Management” has the functions regarding 4 Ms: Man, Material, Money and Management. Above all, the most important factor about the functions is collaboration that would build up the positive relationship between organization and teachers, and among teachers, which would have direct and indirect impacts on school improvement. (Nakatome & Kuramoto 2011)

This organization and management are generally referred to as the physical aspect, but in it, a collaborative system is expected to be embodied in daily life. In addition, for school improvement, changing organizational structure as a physical aspect is generally allowed. However, it has been proven that only changing organizational structure, a school cannot be improved easily. The essential factor for school improvement is the existence of school culture. School culture is an epistemological concept in what most teachers think of as a matter of fact, from which the entire ethos (atmosphere) will be generated. This kind of atmosphere has been filled in an ecological environment just like air, invisible, sometimes unaware, sort of latent, but do exist without fail in the school organization. In that sense, without changing form the negative to the positive, any school improvement cannot be realized.

This positive school ethos is called “organizational culture (collaborative culture)”.

The concept of an interactive relationship between organizational culture (collaborative culture) and organizational structure (collaborative system) is called “power of organization worthy of trust”. They are to be put together and implemented through “Curriculum Management” by efficient staff called school leaders including principals, vice principals and middle leaders.

As inputs of Curriculum Management are below,

- Curriculum Philosophy.
- Mission, Vision, Strategy. (Management PDCA)
- Educational Goals. (Management by Curriculum Object)
- School Budgets and Information.

As Black box of curriculum Management are below,

- Lesson Study.
- Individual teacher’s educational activities.
- Curriculum Leadership & School Culture.
- Professional Learning Community.
- Knowledge Management.
- Positive Partnership with Community.
- Management of Organization Structure
- School evaluation system

As outputs of Curriculum Management are below,

- Students’ Academic achievement & Personal growth.
- Improvement of teachers’ professional skills.
- Improvement of school treatment (reputation) in the community
- Teacher collaboration of “School Culture Theory”

(Kuramoto 2010)

## 2) To discuss the conceptual structures and differences between “Professional Learning Community”, “Knowledge Management” and “Lesson Study” as a Future’s Research.

Conversely, it is also important to discuss the conceptual structures between “Professional Learning Community” and “Lesson Study”, in order to understand different aspects of “Lesson Study”. As mentioned before, the goal of “Lesson Study” is to effectively improve the quality of teaching, as demonstrating teachers model techniques for others. Working in groups, teachers collaborate with one another, meeting to discuss learning goals, to plan actual classroom lessons, to observe how lessons work in practice, and then to revise and report on the results so that other teachers can learn something new through their action research. (Stevenson & Stigler, 1992; Stigler & Hiebert, 1997; Lewis 2002; Akita & Lewis, 2008)

It is a very common professional development process that Japanese teachers engage in to systematically examine their practice alone and with peers. “Lesson Study” has been credited with dramatic success in improving classroom practices in the Japanese school system.

Thus, researching Japanese “Lesson Study” is internationally becoming a hot issue in the field of Teacher Education, Curriculum and Instructional Design, and School Management, and so on. For instance, “The Teaching Gap: Best Ideas from the World’s Teachers for Improving Education in the Classroom” sparked a phenomenal educational movement which authors termed “Research of Teaching” (Stigler & Hiebert, 1999), and “Lesson Study: A Japanese Approach to Improving Mathematics Teaching and Learning” (Fernandez & Yoshida, 2004) has internationally indicated the usefulness of Japanese teacher’s professional development system and teaching qualities. Those educational research hallmarks, one focused on teaching strategies, and the others focused on teacher’s professional development, were launched from the Japanese education system.

Therefore, the research results have mainly been divided into two clusters.

First, we will look at teacher collaboration. As discussed above, “Lesson Study” focuses on the point that Japanese teachers work together to build “Professional Learning Communities” through sharing their experiences and knowledge.

Internal Collaboration within the school organization related to “Lesson Study” can be understood through School Culture Theory, which is based on teachers’ “Professional Learning Communities”. If we grasp the whole structure of “Lesson Study” as factors of School Culture, such as personal values of teachers, principal leadership, and protocol for in-service teacher training systems, the effectiveness of teacher’s instruction, according to School Culture Theory, would increase and would likewise effect teacher’s professional development positively.

For instance, concrete points about teacher collaboration are as follows: “The communication

opportunities are increased to talk about school issues and teaching instructions.” “Our school became positive atmosphere to challenge something new by teachers.” “Our school became to effectively arrange teachers abilities by our principal leadership” (Nakatome, 2007 ; Tsuyuguchi, 2008).

In conclusion, “Lesson Study” is a powerful tool in enhancing professional development for teachers, and further, improving the school organization a whole, mainly because “Lesson Study” is located at the center of a growing positive School Culture. (Kuramoto, 2008a) (Nakatome, 2007 ; Tsuyuguchi, 2008)

Second, it is directly related to the concept of “School Improvement”. “School Improvement” means to promote the whole abilities of the school organization, which is not only focusing on individual teacher’s efforts, but also on collaborative teacher–team learning communities within the school organization. In general, the concepts of “School Improvement” means to build a positive “School Culture”, to minimize outside control, to learn problem solving skills for the school organization, and lastly, to be accountable for the communities.

However, to define excellent model schools, one has to consider not only school organizational management issues, but also how to foster student’s intellectual and personal development. This is why “School Improvement” should prioritize academic and character growth of students, not only school managerial issues. (Kuramoto, 2008b ; Nakatome, 2007 ; Tsuyuguchi, 2008)

In addition, evaluation of the management and design of the school curriculum also needs to account for both personal development and academic achievement of students. These factors also show a direct or an indirect relationship to school management considerations. Therefore, from a research perspective on “Lesson Study”, the educational effectiveness of “input and output theory” of “School Improvement” indicates the importance of both professional development of teachers and student achievement. (Nakatome, 2007 ; Tsuyuguchi, 2008)

According to the aforementioned research, it can be concluded that “Lesson Study” is a powerful tool to integrate “Curriculum Development and Management” and “School Improvement” to improve the holistic performances of school organization.

As a result, “Lesson Study” theory, incorporating positive School Culture, has pointed toward “School Improvement”, which consists of teachers’ professional development, and increasing the students’ achievement.

Since “Lesson Study” is recognized as a special school-based in-service professional development program, it is one of the key concepts for empowering teachers, leading to instructional improvement in Japanese schools. This is why “Lesson Study” has a strong impact on research of “School Improvement”.

Therefore, in this research, from the point of view mentioned above, the researchers will analyze Honjo Elementary School (HES), a typical Japanese elementary school, well-known as a research school for “Lesson Study” and “School Improvement”. HES is located in Southern Japan. The objectives of this research is to investigate the effectiveness of one case study of “Lesson Study” from an empirical point of view of student achievement and professional development for teachers.

“Lesson Study” focuses on the point that teachers work together to build Professional Learning Communities through sharing their experience and knowledge, preparing lesson plans, pre-researching for lessons, and teaching lessons in which all of the relevant team teachers observe.

“School Culture Theory” would positively increase the effect of teacher’s professional development.

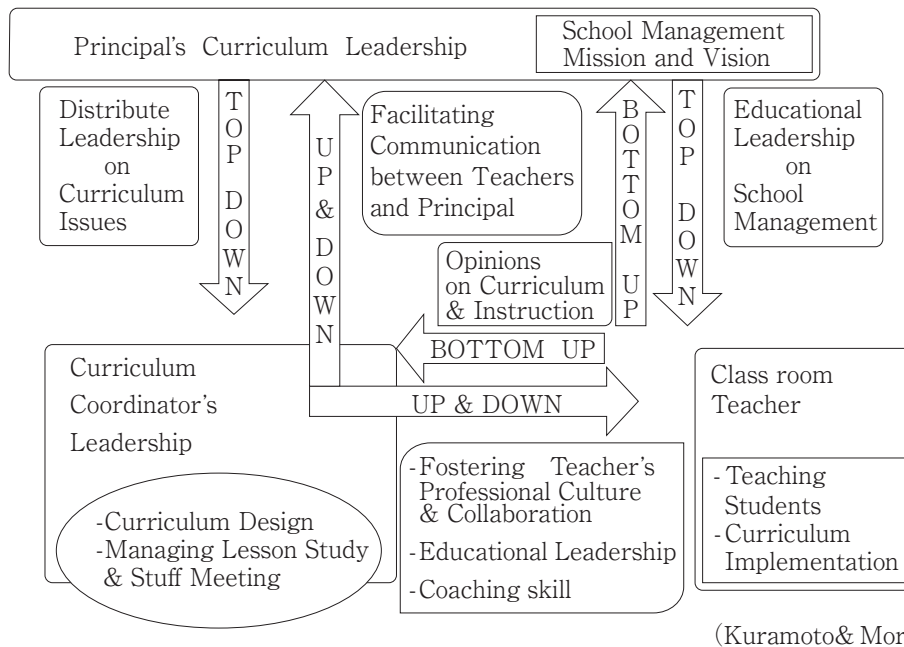


Figure 2 Structure of Curriculum Leadership Theory

Also, the concept of “School Improvement” means to build a positive “School Culture”, to learn problem solving skills for the school organization, and lastly to be accountable to the community.

And to promote all abilities of the school organization, which is not only focusing on individual teacher's efforts, but also on collaborative Professional Learning Communities within the school organization.

## 2. The case study of “Curriculum Management”

### — An Action Research Study of “Curriculum Leadership” in Japan —

#### *Introduction*

The Japanese education system has been adapted from the USA after world war II. The system is composed of 6-year elementary education, and 3-year Junior High School education. On the contrary, in the current educational movement of the USA, there has been a shift from the traditional system to the Middle School system, which is based on various forms of grade divisions. “Middle School Reform Movement” in the USA has some conditions to lead new American public educational reform (e.g., Lindelow, 1981; Malan, Ogawa, & Franz, 1990.).

Currently Japan is undergoing a nationwide movement toward re-arranging school grades using new transformative institutional strategies which combine elementary and Junior High schools. It is called the movement to integrate systems between Elementary and Junior High Schools (IEJHS) (e.g., Kuramoto, Moriyama, 2010.).

#### *Theoretical Framework — “Curriculum Leadership” —*

To implement IEJHS project, the school organization needs to have a clear vision on how to design the school curriculum, how teachers share their knowledge, and how they will collaborate with each other to

cultivate their school culture. It is possible to transform regular schools into positive and active organizations by having an educational vision of teaching and learning and also by evaluating the curriculum delivery. The main factors of the curriculum process, which are plan, do, check, and action, are recognized as the theory of “Curriculum Leadership” (e.g., Bernhardt, 1998; Gelsthorpe, & Burnham, 2003).

The definition of “Curriculum Leadership” is the educational supportive leadership of “Curriculum Coordinator” (CC) toward school organization to achieve educational goals, by developing and implementing their curriculum and instruction. In addition, it is by activating a school organization which arouses a positive professional culture such as internal collaboration among teachers and external collaboration with communities (e.g., Steven, 1998; Henderson, & Kasson, 1999; Henderson, 2000).

The theory of “Curriculum Leadership” falls within the interdisciplinary study area, which is integrated between teaching activities and school managerial activities. Also, “Curriculum Leadership” has a PDCA cycle, which is effective to improve the process of school systems and school culture, and to promote the students’ achievements (Kuramoto, 2008).

The “Curriculum Leadership” of CC is different from leadership of the principal. Because, CC is a type of middle leader in the school organization and needs to consult with other teachers about the school management issues to design the curriculum efficiently. Therefore, the definition of “Curriculum Leadership” in this research is a specific type of CC’s leadership which is focusing on curriculum development and school management. The detail of the structure is above. (e.g., Kuramoto & Moriyama 2010).

### ***Research Question (Purpose)***

When Curriculum Leaders use their own “Curriculum Leadership” to improve their schools, it can have positive effects on schools. So we need to discuss the school culture from the point of “Curriculum Leadership”. This research style is based on Action Research which practitioners use to improve their own school practice. The main purpose of this study is to clarify facilitating and preventing factors of school improvement and curriculum management, by “Curriculum Leadership” whose roles are to design curriculum development, and to promote teacher’s professional community.

As sub purposes of the research, and from the point of view of school culture theory, first of the sub purposes is the analysis of the validity between “Collaboration of teachers” in the school and “Curriculum Leadership Approach”.

Second, this research analyzes the effective influence process of “Curriculum Leadership” of CC for IEJHS project. For example, the effects of the “Curriculum Leadership” of the coordinator are whether it cultivates the teacher’s working motivation and morale for their school management.

### ***Method***

#### ***Part 1 (Pre-survey)***

##### 1. The purpose of pre-survey

The purpose of this survey is to clarify the current status regarding IEJHS. Especially, it is related to



the Leadership of CC, collaboration of teachers, and curriculum development for IEJHS.

2. The method

The questionnaires were randomly delivered to some of the school districts in Saga prefecture, Japan. Each city’s board of education requested individual schools in their district to respond to the survey. The population of this study was the 727 teachers out of about 1200, those who had continuously implemented their own IEJHS project.

3. The period of the survey

2009, December~2010, January.

4. The questionnaire

The question items consist of the four categories as follows.

- 1) Current status of School Culture (15 items)
- 2) Current status of “Curriculum Leadership” for school improvement (14 items)
- 3) Attitude of teachers regarding their IEJHS (11 items)
- 4) Free-answer question

5. The analysis method of this survey

Factor analysis and correlations by SPSS version 19

**Part 2 (Main-survey)**

1. The purpose of the main-survey

The purpose of the main survey is to clarify the validity of “Curriculum Leadership” of CC, who is the first person practitioner to carry out IEJHS. As consideration of the quantitative data of pre-survey, this study needs to inspect how the CC should take the leadership to facilitate the IEJHS project.

2. The method

The main methodology in this research is based on Action Research. Action Research gradually becomes objective understanding of educational issues by “Triangulation”, which is inter-subjective cognitions between the practitioner and the researcher. Also, the “Triangulation” depends on First-Second-Third person theory.

Therefore, it analyzed qualitative narrative story of CC of Junior High School with interpretation of triangulation role below.

- First person : CC of Junior High School (N. Moriyama)
- Second person : CC of Elementary School (K. Yamamoto)
- Third person : Research Adviser (T. Kuramoto)

3. The period of survey

2010, April~2011, March (Japanese School Year).

4. The analysis of this survey

The School of the first person has implemented a Lesson Study project for IEJHS on almost every Wednesday. After each meeting of Lesson Study, the first person reflected on the situation of the meeting with the second person to keep meeting records. Then, the third person had a discussion with them to analyze the reflection each Friday. (The number of discussions was more than 30 times in the

**Table 1** Factor's Correlations

		F 1	F 2	F 3	F 4	F 5	F 6	F 7	F 8
1 : Collaboration among teachers	Pearson Correlation	1	.760**	.572**	.613**	.207**	.523**	.267**	.383**
	Sig.(2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	720	720	712	711	704	704	705	705
2 : Independency of teachers	Pearson Correlation	.760**	1	.659**	.561**	.148**	.557**	.220**	.347**
	Sig.(2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	720	720	712	711	704	704	705	705
3 : Transformative Leadership	Pearson Correlation	.572**	.659**	1	.762**	.279**	.544**	.151**	.316**
	Sig.(2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	712	712	718	717	710	701	702	703
4 : Supportive Leadership	Pearson Correlation	.613**	.561**	.762**	1	.322**	.473**	.200**	.361**
	Sig.(2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	711	711	717	717	710	700	701	702
5 : Conservativeness of teachers	Pearson Correlation	.207**	.148**	.279**	.322**	1	.210**	.083**	.133**
	Sig.(2-tailed)	.000	.000	.000	.000		.000	.028	.000
	N	704	704	710	710	710	694	695	697
6 : Cooperation between schools	Pearson Correlation	.523**	.557**	.544**	.473**	.210**	1	.282**	.397**
	Sig.(2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	704	704	701	700	694	709	707	707
7 : vision for students	Pearson Correlation	.267**	.220**	.151**	.200**	.083**	.282**	1	.719**
	Sig.(2-tailed)	.000	.000	.000	.000	.028	.000		.000
	N	705	705	702	701	695	707	710	709
8 : Progressive schools	Pearson Correlation	.383**	.347**	.316**	.361**	.133**	.397**	.719**	1
	Sig.(2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	705	705	703	702	697	707	709	711

\*\* p < .01      \*p < .05

school year.)

## Result

**Part 1 (Pre-survey)** : To analyze the data obtained from the pre-survey is useful to promote integration between Elementary schools and Junior High Schools. These are facilitating and preventing data regarding school improvement, such as how Curriculum Leaders lead to teacher's positive morale, and how they help to develop and manage the curriculum at school level.

**Factor Analysis** : First, we have to check descriptive statistics of variables used in the analysis. As a result of factor analysis (Principal factor method, Promax rotation) for the measurement of this study, an 8 factor structure has been found. These factors are shown in the table below.

**Table 2** The analysis of Curriculum Leadership's concepts

Main Category	Concepts of CC	Typical Episode	Consideration about CC
Collaborative School Culture	The ability of communication, (facilitating organizational culture)	At Lesson Study, CC produced teachers are given learning opportunities by GTA method to discuss the school integration issues.	(It is “ Transformative Leadership ”. CC tried to motivate teacher's work ethics and morale.)
		Discussion about support special need students.	(Necessity of building the school goal and vision for student future)
		Discussion about the differences between Elementary and Junior High Schools.	(Coaching skill for discussion with less experienced young teachers)
	The ability of situational adjustment, (collaborative organizational culture)	Criticism against junior high students.	(The meetings are held by both CCs more than 30 times in the year. Because both school CCs want to understand other school.)
		Criticism against school integration.	(The necessity of school management by Up/Down strategies)
Reformative Curriculum Development	The ability of curriculum development, (teaching professionalism)	Difficulty of making time for meetings between teachers.	(Distributed leadership is important to manage, especially curriculum development and implementation)
		Efficiency of meetings.	(CC limited each meeting time within 60 minutes, because it's efficiency.)
		Necessary proposal learning method and student guidance.	(The necessity of creative ideas)
		Disagreement against greeting campaign.	( It has limitations of educational leadership and supporting leadership)
	The ability of positive thinking and attitude, (transformative organization)	Importance of collaborative curriculum design.	(As Curriculum Leadership, CC needs to have professional ability of Curriculum design.)
		“Large vision” for school integration.	( CC proposed that most important issue of curriculum management is school vision.)
		Struggle for implement of the project, because of lack of common sense.	(CC recognized teachers need to be more honest about their feelings toward each other.)
		Negative opinions of teachers when visiting a integrated model school, the teachers complained it is too high level for us. Impossible.	We have limitations on the both sides of soft system and hard system. Besides, we positively need to organize the situations by current resources.
		The great cultural gap between schools.	CC emphasized that fostering student abilities is more necessary.
		CC manages to free from the stress.	Flexible talent to adjust many situations is important.

F1 : Collaboration among teachers.

F2 : Independency of teachers.

F3 : Transformative Leadership.

F4 : Supportive Leadership.

F5 : Conservativeness of teachers.

F6 : Cooperation between schools.

F7 : vision for students.

F8 : Progressive schools.

**Factor's correlations :** One of purposes of this study is the analysis of the validity between "Collaboration of teachers" in the school and "Curriculum Leadership Approach". Therefore, it analyzed strong positive factor's correlations (.760) between "F1: Collaboration among teachers", which is related to their teamwork and corporation, and "F2: Independency of teachers", which is their self-learning for improving their teaching skills.

It is possible to interpret that teachers need to support each other to establish their own educational specialties, and to respect their different teaching skills. Therefore, it means that the school culture must be improved by positive morale of teachers. On the issues of "Curriculum Leadership", in order to progress the school management, it has strong correlations (.762) between "Transformative Leadership", which enhances the constructive organizational transition, and "Supportive Leadership", which the CC helps other teachers to be highly motivated.

On the contrary, when CC took role in the conservative action, it was generally shown the low correlations between "F5: Conservativeness of teachers" and other factors. Particularly, the correlations with "F7: vision for students" (.083) and with "F8: Progressive schools" (.133) are remarkable.

Since CC is in the important position, if the CC is not positive to reform the school curriculum culture, which is related to the vision and mission for fostering students, it becomes to promote the negative and conservative teacher's value which they do not want to change any current situations.

**Part 2 (Main-survey/Action Research as Triangulation) :** The School which Mr. Moriyama ("First person" and CC in this Action research) is teaching at has been implementing Lesson Study for IEJHS project on almost every Wednesday.

The main survey is based on Action Research's Triangulation methodology; which is the First-Second-Third person theory. After each meeting of Lesson Study, the First person reflected the dialogs of the meeting with the "Second person" to keep the records objectively. Then the "Third person" had discussion with them to analyze the reflection. After analyzing qualitative narrative story about Leadership of CC by Action Research's Triangulation, the theoretical components and the typical episodes are shown as a table below.

### **Discussion**

It is necessary for the project IEJHS to focus on the strong correlation between "Vision for students" and "Reforming new curriculum". Most teachers understood the importance of project IEJHS. However, they did not have enough discussion time and opportunities for the Lesson Studies. For this reason, the different teaching styles and philosophy between elementary school and Junior high school teachers caused difficulties for implementing the project IEJHS.

The typical discussions by this Action Research are below.

- When teachers have collaborative attitudes, and recognize each other as respective professionals, schools have tendencies to improve their school cultures.
- If CCs support the teachers as much as possible, the transformative "Curriculum Leadership" is also taken place. It is very effective to improve school culture based on the collaboration among teachers.
- If the CC takes negative type of Leadership, which is conservative action to prevent the current school

from improving the school culture, finally, it might be a blockage's factor to student's development. -To foster student growth academically, the IEJHS has to be compulsory to exploit the collaborative subject curriculums and career guidance program. In order to complete the educational goals of schools, the most important facilitative factor is to transform school culture into positive teacher's practical ethics.

Finally, the improvement of school firstly needs to make corporative harmonies and common consensuses among teachers.

### ***Conclusion (Scholarly significance of this study)***

These are the necessary and functional conditions that will drive “Curriculum Management” to be activated.

a) “Curriculum Management” will be actualized in autonomy and independence of school. That is to say, each school's capacities and accountabilities for measuring itself against a challenge together with enlargement of discretion in curriculum planning of each school.

b) “Curriculum Management” will be an effectual method for school improvement in order to achieve educational goal that is based on curriculum. It is a challenge of how educational problems reflect on the basic principle of curriculum.

c) “Curriculum Management” will be actualized when curriculum as content, method of educational activities and management by providing and maintaining the condition are effectively complementary to each other. The type of combinations of relevancy and collaboration should be patternized and its necessary conditions should be extracted.

d) By corresponding curriculum to management cycle P (plan), D (do), C (check), and A (action), the dynamic force in this cycle will effectively work and make it easier to solve various problems each school has. In this sense, there is some time when rather than PDCA cycle, D-CA cycle should be repeatedly implemented. It means that if the first D does not work well, checking (C) out the factors caused by the problem will lead to the action (A) that will improve the defective parts in D.

Collaboration in “Curriculum Management” paradigm is attributed to two parts: organizational culture (collaborative culture) and organizational structure (collaborative system).

e) In order to fulfill the function of “Curriculum Management” effectively by connecting organizational culture (collaborative culture) and organizational structure (collaborative system) to curriculum as content, method of educational activities, capacities and abilities of school leaders', especially school middle leaders' leadership will be essential. These two parts are enhanced by their capacities and abilities for constructing curriculum.

f) The collaborative activities of school and community assisted by the Educational Administration will be essential so as to activate the function of “Curriculum Management”.

The purpose of narrative analysis, which is main survey and Action Research's Triangulation methodology, is for the school improvement by means of “Curriculum Leadership” with analysis of pre-survey.

According to the result of correlations among factors, it found out that each pair of 1) “Collaboration

among teachers ” and “ Independency of teachers ”, 2 ) “ Transformative Leadership ” and 3 ) “ Supportive Leadership ”, “ Vision for students ” and “ Progressive schools ”, has strong positive correlations. On the contrary, the correlations between “ Curriculum Leadership ” and “ Conservativeness of teachers ” are still negative.

The concepts of “ Collaboration among teachers ” and “ Independency of teachers ”, from narrative analysis, the CC paid careful attention to other colleagues as much as possible, and tried to improve the school. Especially, at Lesson Study, CC often used the strategies, which is Grounded Theory Approach in order to motivate teachers at Lesson Study meeting.

On the “ Transformative Leadership ” and “ Supportive Leadership ” of “ Curriculum Leadership ”, the First person is CC who takes an important role in transforming the school. In addition to educating students, fostering teacher’s motivation is the key concept for school management.

The First person adapts unique type Leadership which is to understand the feelings of your colleagues, and to support them with coaching techniques. To also understand the hidden feelings of his colleagues toward the IEJHS project, the method of “ Coaching and Mentoring ” was very available to reform the school organizational culture.

As a conclusion, from the point of scholarly significance of this study, it is possible to interpret that the transformative school culture is effective to facilitate the school management by supportive “ Curriculum Leadership ”.

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