

Evaluation of Classroom Management Methods in Japan and Australia

— Secondary Education Fieldwork Experience —

教育経営の評価に関する日豪比較

— 日豪の高等学校における教育実習体験を通して —

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要約：著者は，2013年8月6日～9月9日までの25日間，フットスクレーシティ高校での教育実習を終了した。この中高一貫校は，メルボルンの北の郊外に位置している。オーストラリアの教育基準を満たすために，セカンダリースクールに努める教師に求められるものは，選択した専門科目のカリキュラムに沿った学習課題の目標を達成することと，教育実習を2回行わなければならない。ニューサウスウェイルズに位置するチャールズスタート大学の通信教育を受講する学生にとって，この実習は中学校・高等学校教諭になるための最終手段となる。

現在，大学教育に携わっている筆者は，このコースの受講経験から，オーストラリアの教授法や教育カリキュラムの研究をし，日本の高等学校における教育経営や授業計画に役立てたいと考えている。

Introduction

Choosing to become an educator with aspirations to inspire young learners' lives, an impending teacher may consider Mark Twain's pessimistic comment "I have never let my schooling interfere with my education". This criticism made by the acclaimed writer illustrates learning occurs only in everyday realms of society. However, this paper will concentrate on the relevance teacher training has on being the cornerstone to providing the necessary skills in arousing higher levels of insight for those aforementioned young lives. This inductive research draws on comparisons made between the YMCA International High School (IHS) in Osaka, Japan and Footscray City College (FCC) a state governed high school in Melbourne, Australia. Despite only accessing one school in both countries, there will be

an attempt to identify the contrasting principles and methods in the two education systems. The themes from findings will provide the foundation for building class syllabi at International Pacific University (IPU). Additionally, the findings from this study intend to assist in establishing which schools conditions are conducive to effective learning conditions.

Studies of Society and Environment

In Australia, the curriculum extends to cover a broad range of topics. The Ministerial council of Education, Employment, Training and Youth Affairs MCEETYA (2006a) specifies five key learning areas which include English, Mathematics, Science, Civics and Citizenship as well as Information and Communication Technologies. Another term for civics is the Studies of Society and Environment

(SOSE). Marsh (1994b) points out it emerged in 1991 through the conservative attitudes of the Curriculum and Assessment Committee (CURASS). SOSE is a combination of social sciences which include topics such as, Aboriginal Studies, Ancient History, Modern History, Economics, Geography, History, Legal Studies as well as Society and Religion. In an overcrowded curriculum it would be impossible to fit all of those subjects individually. The methods for both fieldwork placements are in Melbourne and Osaka is SOSE.

Pre-placement Requirements

The writer undertook a five week fieldwork placement at FCC in order to complete an entry level Teacher of Secondary Education degree through Charles Sturt University (CSU). As part of the compulsory subject 'Fieldwork', the Pre Service Teacher (PST) has an obligation to meet industry requirements. Those prerequisites include an anaphylaxis e-training session administered by the Australasian Society of Clinical Immunology and Allergy (ASCIA). In addition, a Working with Children (WWC) assessment is also mandatory. The WWC documents need to be completed and handed into an Australia Post Office, this processed of checking for past criminal offensives takes three months to complete. Finally a child protection task involving another online research assessment is

also compulsory. That involves writing a report on educational legal issues along with how to approach minorities and students with special needs (Hansen & Ainsworth, 2009).

Once the requirements mentioned in the paragraph above are completed, the first step was to consider goals for the fieldwork experience. According to Wolk (2008) identifying traits which assist in building an environment conducive for young people to learn can be a good start. These attributes include letting students make decisions and provide room for creativity. Also, by making the classroom welcoming while trying to relate with the learner can all be constructive.

In recent times, creating a high benchmark for teacher training has been a focal point for education programs in Australia. Walkington & Australian Teacher Education Association (2009) point out the partnership between the PST, their university and the high school requires some common ground to make guidelines for the experience. CSU bestowed specific requirements based on the NSWIT Graduate Teaching Standards. Making sure standards are met, an Associate teacher along with a student liaison officer from FCC to oversee the placement. All three mentors had been employed through FCC for over twenty years and they expressed the importance of making goals clear before entering the classroom.

Chart: 1.0

<i>25 day breakdown</i>	<i>Areas to focus on</i>	<i>Associate Teachers (AT) Role</i>	<i>Pre Service Teacher (PST) Role</i>
<i>Week 1 Orientation</i>	<i>Intro to KLA and shadowing AT.</i>	<i>Prepare lessons with PST and negotiate 5 week schedule</i>	<i>Observation and assistance in classroom activity. During this week, Team teaching is introduced.</i>
<i>Week 2 Familiarisation</i>	<i>Prepare and teach lessons</i>	<i>Provide support and guidance for an outcome based program.</i>	<i>Plan lessons and teach 12x 50min classes with an aim to focus on an assessment task in W5..</i>
<i>Week 3 & 4 Consolidation</i>	<i>Plan, prepare and assess</i>	<i>Assess lesson plans prior to the class. Observe all lessons</i>	<i>Discuss the midsession report with AT. Teach 14x 50min classes. Develop teaching style</i>
<i>Week 5 Transformation and autonomy</i>	<i>Plan, assess and evaluate</i>	<i>Provide a final assessment of the PST. Daily sheets are combined and sent to CSU</i>	<i>Evaluate students work over the past 5 weeks. Teach a 0.8 workload of 18x 50min lessons.</i>

(CSU, 2013)

Lucas (1999) infers only marginal few new teachers receive support from their co staff, so most are left to their own devices. Below is a table summarizing the CSU five week outline plan, which, the PST and the AT established. From this chart, the AT pointed out in the first week at the completion of the placement there needs to be a solid piece of work not only completed, but it also needs to be evaluated. Furthermore, students should be given feedback on the grades they receive.

Insofar as to produce a just education, the NSW Department of Education and Training (2008b) established principles of valuing minority groups. Following on from the reactions made by government authorities, it was important to adapt equitable goals into observable actions. The PST set about creating an optimal learning setting that can be measured during lessons by observing student's body language and verbal feedback. Furthermore, at this point, it is imperative to build knowledge of class content areas, which included the subject's legal studies, business management, humanities, modern history and ancient history. During the fieldwork experience at FCC, the goal for the PST was to facilitate a 0.8 workload, equaling 18 lessons in subjects related to SOSE. That schedule is set out in a weekly chart below:

Undoubtedly, going into a workplace like a high school is a demanding task. Through the CSU online forum a PST wrote comments about their experiences in a different Australia high school, which reflected the views of the author of this paper. Paddy's expresses his feelings as follows:

At times when I am preparing for the lessons I feel I should give up as my morale is a bit low this time. I am pursuing and will pursue though ..But finding it real hard ...waiting to complete these 4 weeks and then phewww!!! I am done..."

(Paddy a CSU student, 2013)

Osaka YMCA International High School

The PST Japanese Fieldwork Experience was undertaken at YMCA International High School (IHS) in central Osaka. As a full time language instructor at IHS for five years, gaining access was relatively easy. After an interview with the director a full time position language instructor position was granted. The subjects they conducted were English as a second language (ESL) classes despite some of the students being from English speaking backgrounds. The curriculum was made up of content based courses, for example Physical Education, Society and Environment, Model United Nations and Health. Those content subjects were taught adjacent to ESL foundation classes. Below is an outline of a weekly

Chart: 1.1

	Monday	Tuesday	Wednesday	Thursday	Friday
10 minutes			Home group		
9:00 ~ 9:50		Business management	Humanities	Legal Studies	
9:50 ~ 10:40		Continue BM	Continue Humanities	Continue LS	
	Recess				
11:00 ~ 11:50	Humanities	Legal Studies	Business Management		History Vietnam
11:50 ~ 12:40	Continue Humanities	Continue LS	Continue BM		Continue Vietnam
	Lunch				
13:30 ~ 14:20			History Vietnam	Humanities	
14:20 ~ 15:10			Continue Vietnam	Continue Humanities	

schedule.

Feedback from teachers at IHS was generally positive, yet, the content courses mentioned above were all performed without formal training or with minimal support. Without professional guidance and often without any knowledge of class content, teachers were forced into a position of developing their program through trial and error. One teacher made the comment “you need to have the patience of Jesus, with some of these students”. He surmised without pedagogical training, teaching at IHS was more based on natural interpersonal skills than transferring technically expertise based on authentic training. He insisted teaching is an occupation that requires an academic foundation and at times became frustrated.

Pedagogical Strategies

In accordance with theories of social learning Vygotsky (1978) infers clearer understanding of knowledge is achievable through supportive learning where the inexperienced is guided by the experienced, this process is coined the ‘Zone of Proximal Development’, (ZPD) that involves the teacher providing direction and through their professional support can achieve more than if the student was to study alone. The educator provides positive reinforcement through the artistic and or scientific skills. According to Teaching Australia (2008) whom conveys the qualified practitioner is adept at polishing up the learner’s efficiency by transferring

information from their chosen field. Expanding on teaching skills Shulman (1986) recommends three relevant points which include, a comprehensive understanding of the subject content, followed by acquiring the expertise in transferring instruction and finally taking into consideration the individuals within the forum of the school.

At both IHS and FCC the PST intension of engaging the learner through inquiry based learning to encourage maturity was present in SOSE classes. Kohlberg (1966) regards stages of moral development as an effective measuring tool. Higher levels can be accomplished by students getting involved in domestic and foreign exchange programs, art and science exhibitions as well as through dramatic performances. Below in photograph 2.0 the writer guided IHS 2nd years to an orphanage for children infected with the AIDS virus. In photograph 2.1, year 7 students at FCC are engaged in a history exhibition on ancient Egypt. The models for the exhibit were produced by Garry Stone.

At FCC the majority of classes proceed through chapters of the textbook. Whereas at IHS, very few classes followed prescribed text as a lesson plan, instead most teachers preferred to make their own lesson content without pressure of having to follow education guidelines. This meant there was considerable flexibility in the use of materials. Moreover, the reason for creating specific classroom worksheets was that the language in most textbooks was too complex for ESL learners to grasp. IHS

Chart 1.2

	Monday	Tuesday	Wednesday	Thursday	Friday
1. 9am		Eng Speaking		Health	
2. 10am	Writing	Vocabulary	Writing	Health	Physical Ed
3. 11am	Physical Ed.	Physical Ed	Reading		Physical Ed
Lunch					
4. 12:50	Eng Speaking	Communication			
5. 13:50		Vocabulary			
6. 14:50	Gym watch	Society and	United Nations		
7. 15:50		Environment	United Nations		Gym watch

(Osaka YMCA IHS, 2013)

philosophy was to adapt language to suit ability. Cruickshank, Jenkins and Metcalf (2009) point out the textbook is the most important resource for a teacher, yet recommends no spending too much class time following it. At IHS the teachers focus was on language development, whereas at FCC the students had different learning needs as a higher percentage were first language learners. As a PST at FCC were only a week ahead of the high school students in content knowledge and consequently new information from courses such as, legal studies, business management, humanities, ancient Greece and the American war in Vietnam would have to be learnt almost simultaneously as teaching it. FCC required chronological understanding of events and to grasp key time periods throughout history and in the case of legal studies specific jargon or terms to describe criminal or civil law. Without this know-how, students would not be able to progress through the education demands made by governing bodies.

Classroom Management and Assessment

In a classroom where the teacher positions themselves is important to how they will gain the attention of their pupils. Tessmer and Richey (1997) insist the teacher is the main agent in the centre of the stage. Supporting this theory Brophy (1981) believes students are more likely to pay attention when the teacher is in front of them. At FCC, the AT sat on a desk in the back corner while observing the PST, in this position they could control the

PowerPoint presentation by change slides on the computer. In the situation the AT left the room then a student leader was designated leader.

A major issue for every classroom is load noise, Bell, Fisher and Loomis (1976) describe undesirable sounds as noise. At IHS the students in Japan were clearly less vocal and tended to speak in a lower voice less frequently. On the CSU feedback forum one of the PST named Sarah wrote this following comment about disruptive students:

"Wait for Students' attention and try to refrain from screaming and move disruptive kids - a great seating plan works wonders".

At IHS, during exams a student followed allocated seating arrangements, yet during regular lessons this was optional with the teacher. Some full time teachers expressed the necessity to follow allocated seating due to controlling talkative students. It could be argued that through interesting activities students would be less likely to be distracted. Notwithstanding that each case is different, throughout one class at FCC the PST observed a student non-stop singing and dancing for 45 minutes. Sarah from CSU following on from her previous comment also advocates:

"Always write down your outcomes on the board and read them out to the class at the start of the lesson - check that they understand".

This advice is very constructive for the PST independent of their previous experience. For any teacher in a new setting, having the stress of



Photograph 2.0 Photo taken by Mr. Kiyokazu Shoji



Photograph 2.1 Photograph FCC webpage, 2013

new equipment and all the other stresses of a new environment, it will be difficult to communicate effectively (Kougl, 2006).

According to Sutton (1992) keeping a record of students work assists in planning for future lessons, also it gives parents an opportunity to speak with members of the school for the purpose of grasping what their children have achieved. Finally, records of information is required by state or national authorities to ensure the school is accountable for providing an equitable program. Record-keeping over the five weeks at FCC involved making a detailed list of work for students to achieve. This was done for the younger year levels by making an excel document with students names in one column and their tasks in another. In week 4 and week 5, the PST called students to the front of the class and corrected work. Results were either pass or incomplete. For the higher level students in addition to completing several tasks, they performed a presentation, debate or wrote an essay summarizing all of the work they studied. In the final week, the PST provided feedback on the results of their assessments. At IHS students were predominately given mid-term and final exams.

Comparative Analysis

Through extensive observation in IHS indicate the Japanese students were less disruptive and tended to be able to input more information in the classroom. Through the theory of Vygotsky's ZPD, those students are more likely to achieve due to being able to concentrate and listen. Additionally, following textbooks or prearranged lesson plans assists the teacher in transferring content knowledge. In Australia chronological and technical understanding of content was more present and students were less likely to become disengaged owing to less teacher talk time as well as learning in their first language. For teachers in Japan, clear lesson plans are imperative, whereas in Australia this was less important due to student's interactive approach during discussions. Rather than lesson plans, goal setting took precedence suggesting the teacher was

more considerate of student individual needs. The Japanese tended to conceptualize social science topics through lecturer style teaching were Australians contribute and often excelled through competitive activities. Finally, comparing moral development, it is very difficult to distinguish differences since both school are actively involved in various community based activities.

Conclusion

In ideal circumstances, if the Japanese students provided more feedback then they would be able to gain deeper perspectives and if the Australians were less disruptive and could listen more to the teacher then they would be able to grasp further content knowledge. As a result of these experiences in the two countries, it is clear the PST can adapt principals from both countries into further classes, whether it is at a high school or teaching students at International Pacific University, by writing goals out on the board and applying competitive forums such as debates will encourage individual expression of thought. The pedagogical analyses made through classroom interactions in both countries point out the ZPD is the central feature in assuring school is a place of learning life's real experiences and does not get in the way of learning the ways of the world. In the future, finding methods for students to find their voice through inquiry based education is key to success in Japan. Likewise, while controlling them in a disciplined manner will be favorable in Australia. Naturally, continued training and research into methods of facilitating SOSE will be conducive to administering an engaging just education, which can produce well rounded experiences to begin adult life.

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