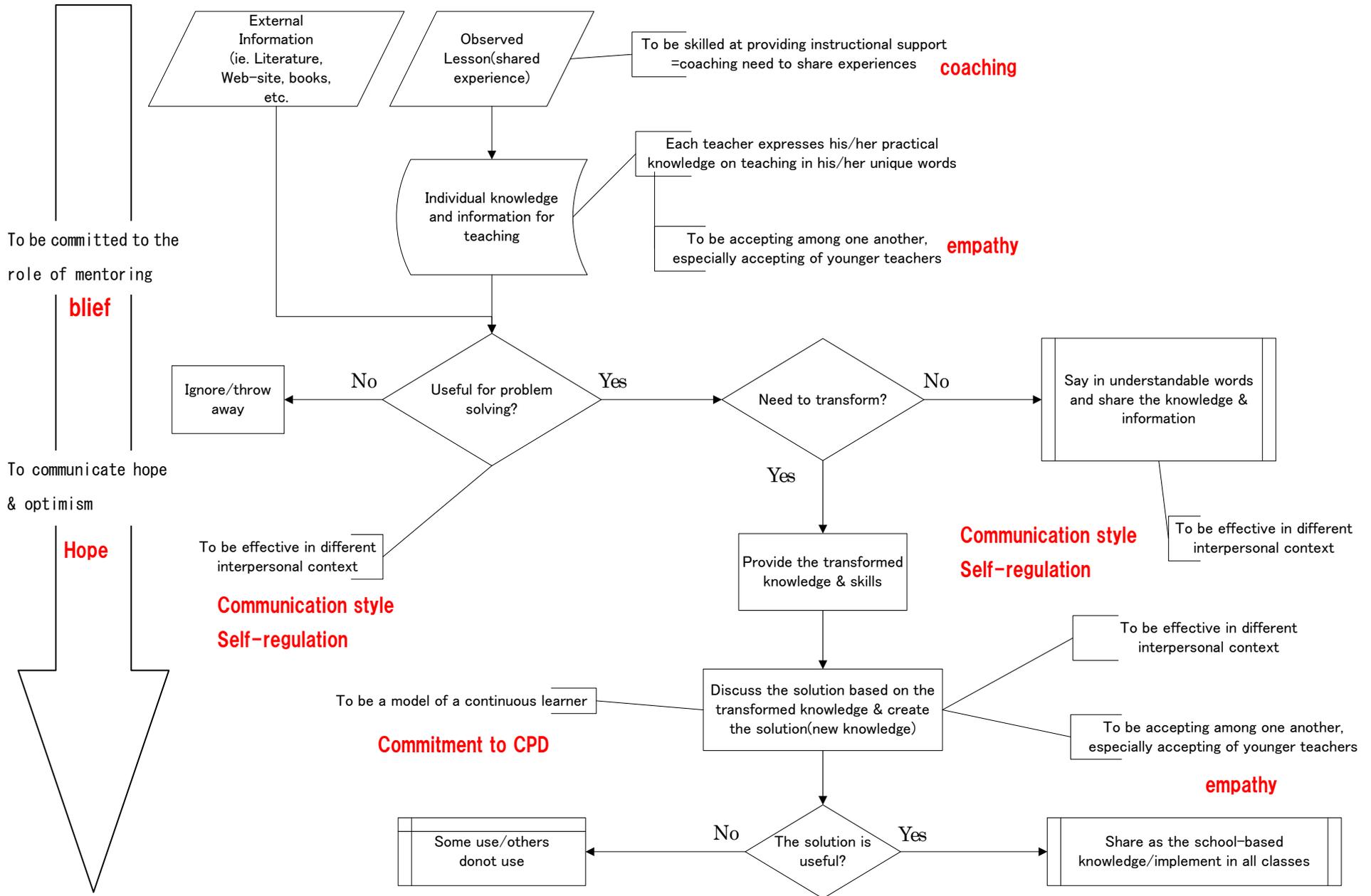


Communication Flow in Kounai-Ken(Jigo-Ken: post-conference)



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This Chart shows the communication flow in Kounai-ken from viewpoint of knowledge creation/transformation. One of the purpose of Kounai-ken is to solve the school-based problem(ie. how to rise up the academic achievement, how to enhance students' self-concept/self-esteem). In order to figure out the solution, some school teacher reads relevant books, another teacher examines the relevant web-sites, and another contacts with an academic staff to obtain the relevant/useful research-based information. This information is the external information by school teachers as a gate-keeper. The role of a gate-keeper is to obtain the relevant information/knowledge from resources out of school.

Another resource is school teachers who possess unique practical knowledge about teaching. They cannot always express it as an understandable form because their knowledge is tacit knowledge. In Kounai-ken, however, they observe the same lesson, so that they come to be easy to express it with drawing out of the observed concrete events. The expression form is unique because each teacher uses so called the private language based on their own teaching experience.

If the knowledge from the gate-keeper and the expressed practical knowledge are useful for problem-solving, this knowledge must be transformed into the school-based usable knowledge by the experienced teachers who totally know about the school situation, or must be said in understandable /easy words. This role of the experienced teachers is a transformer. The transformer works at the school for several years, so he/her plays the role of a school leader in many cases.

The discussion phase is very important for teachers' CPD and school improvement. According to SECI model, this is the combination phase. In this phase, some teacher manages the discussion and facilitates to interact with each other and create new knowledge. In addition, he/she often hands down teaching skills to the inexperienced teachers. We want to call this teacher the knowledge coach-mentor.

As the result of discussing, some solutions are figured out. If they are applicable to all subject matters or all teachers' teaching, school teachers share them. The solutions are accepted as the school-based practical knowledge.

In order to run the Kounai-ken effectively for teachers' CPD and school improvement, some school teachers as a leader are required some qualities of a mentor. In the whole process, they always present hope and optimism based on their commitment to the role of mentoring(belief). And as indicating in the chart, empathy, communication style, self-regulation, and coaching are required in each phase (see Rowley,1999).