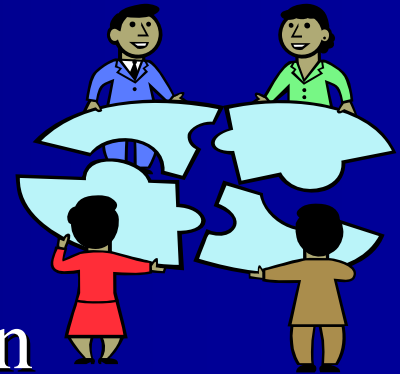


The 1st Pacific-Rim Conference on Education

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# Narrative Conferences for Teacher Professional Development :

Clinical Episode Analysis (CEA) in  
Graduate School of Education at  
HUE



Yoshinobu SHOY

# Agenda: Needs for Clinical Approach to Teacher Education

$\alpha$  ). Expertise on cultural knowledge with related school curriculum

$\beta$  ). Expertise on educational methods and skilful didactics

$\gamma$  ). Expertise to understand and support the child's development

- *“In-service training and professional development” By OECD: 1998.*



# Clinical Approach to Teacher Education

- **Practical Approach**

top-down educational study:  $\alpha \rightarrow \gamma$

- **Clinical Approach**

bottom-up educational study:  $\gamma \rightarrow \alpha$ .

→ Both vectors are not antagonistic.

- Narrative conference is a novel practice corresponding with the latter.

# Background and Concept

- *Seikatsu-tuzurikata* (narrative writing of the children's life) education
  - ☆ Conference on *instructions*
  - ☆ Conference for *child understanding*
  - ☆ Conference for *child support*
  - ☆ Conference for *coordination* based on Clinical Research on Educational Activities (CREA-Project)

# Theoretical Backgrounds

- Challenges beyond the post-modernist perspective
- Vygotsky's theory of emotions  
(→ Vygotskian)
- Wallon's theory of emotions  
(→ Wallonian)
- Rogerians and neo-Freudians



# Fig1. Schema of the Vygotsky's Theory of Emotions:

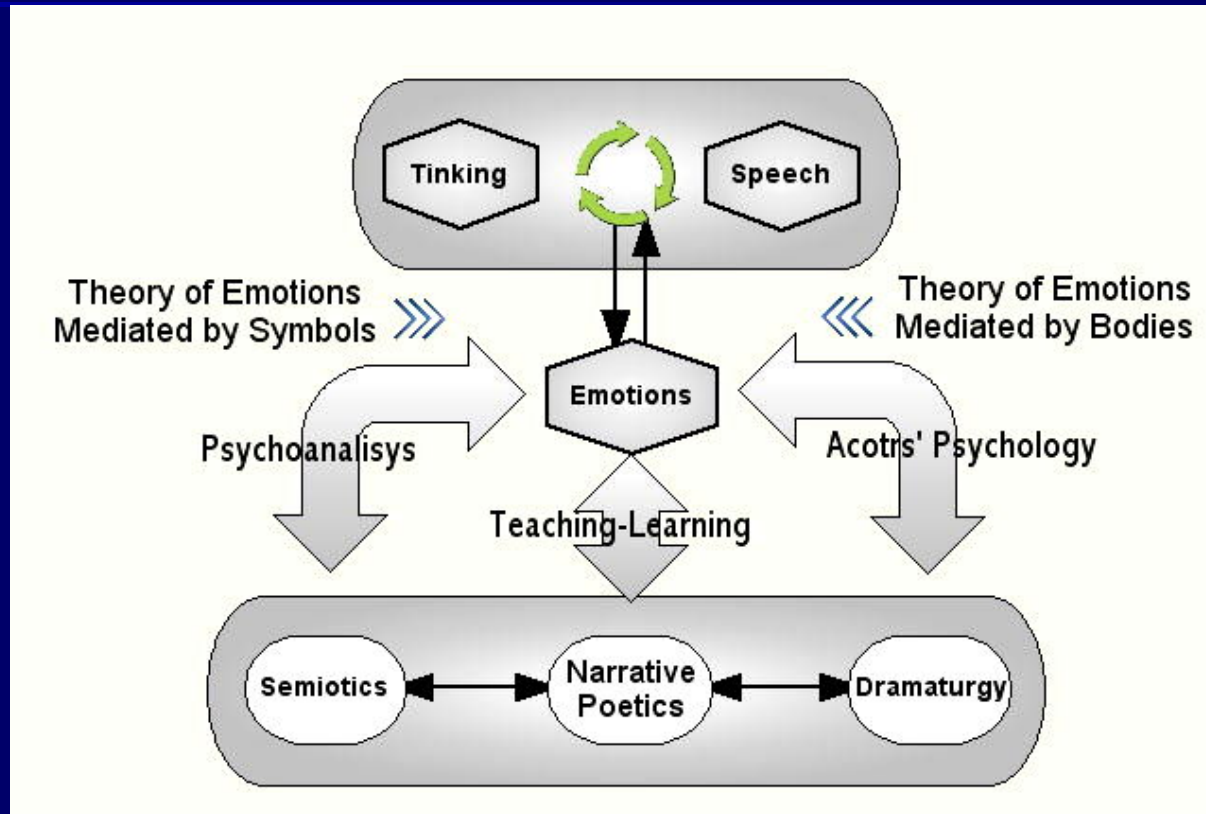


Fig1. Schema of the Vygotsky theory of emotions  
(Y. Shoy, in press 2006)

# Concept of the Narrative Conference

- a case-based inter-reflective activity that integrates the narrative empowerment approach and the community empowerment approach.
- Narrative:
- Chronological re/deconstruction of the life event by storytelling

# Basic Concept of Narrative Conference

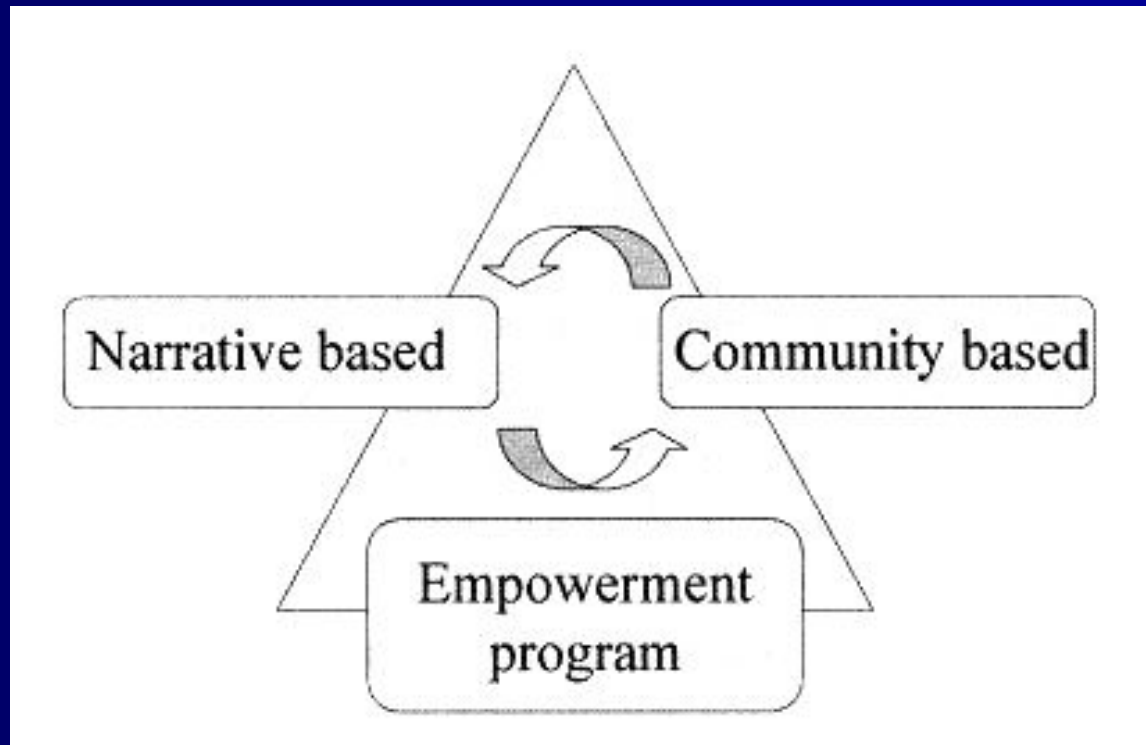
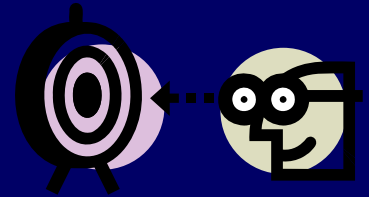


Fig2: Basic concept of narrative conference

(Y. Shoy, 2006)

# Object of the Narrative Conference



- to sophisticate the teachers' holistic senses/intuitions to understand the child development (both psychologically and socio-historically)
- to enhance the creative imagination of the collaborative strategy to support the child at risk (the child with difficulties).

# Goal of the Narrative Conference



- to support the continuous development of the teachers' professional competencies by re/deconstructing the story of their lives.
- to empower teachers lives holistically both in the sense-emergence systems and the activity-emergence systems

# Materials and Methods: Clinical Episode Analysis

- Virtual narrative conferences: Special lectures on clinical guidance theory (Interactive, remote class via broadband internet connection).
- Experimental narrative conferences: Special seminars on clinical studies of education (face-to-face classes)
- Practical narrative conference: Clinical workshops for school teachers who have worked 10-years (in-service training).

# Virtual narrative conferences



学校臨床心理専攻



# Experimental narrative conferences

- In-practice
- After-practice
- Before-practice



# Methods: CEA

## Outline of the Process

- ① Narrating the life events or distressing events (experiencing) to support children
- ② The audience has to focus on the holistic understanding (multi-voiced orchestration by multi-dimensional investigation) of the child
- ③ Reflective Listening by synchronicity in silence

# Methods:

## Outline of the Process

- ④ Allow to give some advices to the reporter as a peer-partner
- ⑤ Synthesize these polyphonic voices of the conference to the dramatized episode of education in the narrative mode of thinking



# Methods: as a whole

## Three Stages

- Narrative storytelling in the mode of self-congruence
- Polyphonic emergence of the generative questions
- Collaborative and creative imagination to resolve the generative questions

# Coda:

## Result and Discussions

- 1). Sophisticating the senses/intuitions to understand the child's development **holistically**
- 2). Enhancing the imagination of the **collaborative support** of teachers and another supporting professionals
- 3). Narrative empowerment for the teacher as a reporter: **therapeutic effects** in verbalization of his/her feelings in narrative environment.

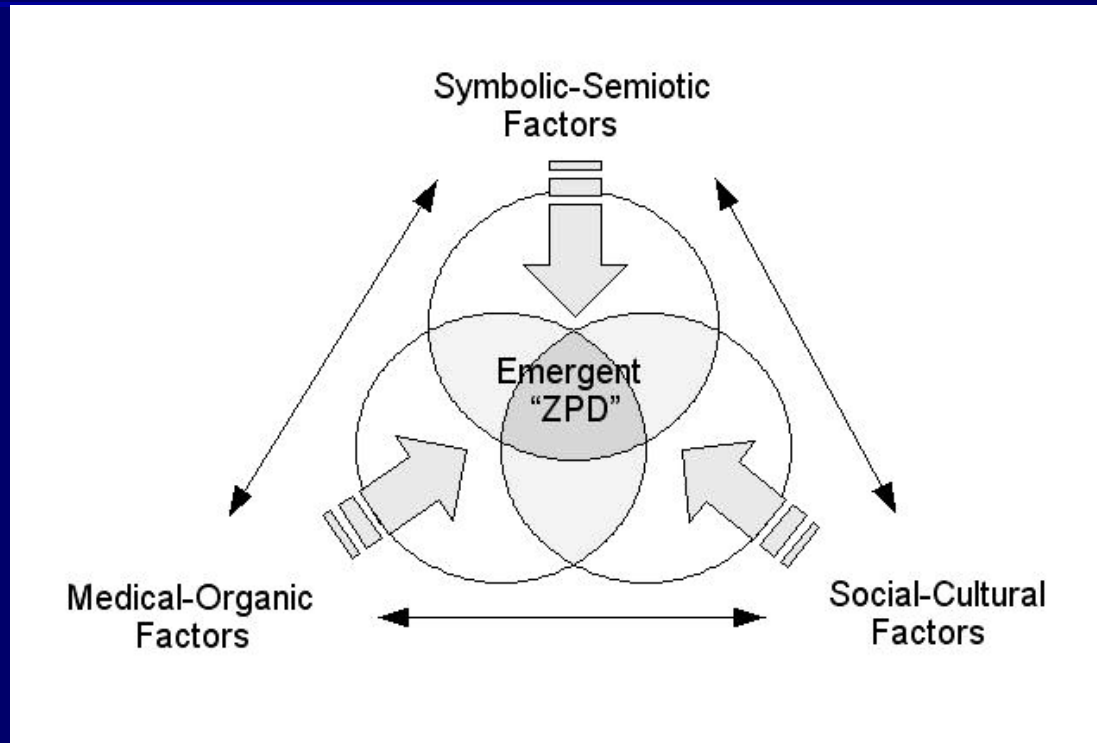
# Coda:

## Result and Discussions

- 4). **Community empowerment** for the participants: to construct the collaborative support system of the child at risk and those with difficulties as well as his/her parents.
- 5). Participants of the CEA are also gradually becoming aware of a **clinical sense/epistemology** to support the child's self-esteem and self-actualization in some community-settings.

# Coda:

## Result and Discussions



Three dimensional model  
for understanding the child development  
(Y. Shoy, in press 2006)

# Discussions

- time and space to practice this sort of narrative conference
- epistemological framework of common school teachers
- supervisors who facilitate this style of narrative conference to support teachers' professional lives



# Yoshinobu Shoy

- [shoy@sap.hokkyodai.ac.jp](mailto:shoy@sap.hokkyodai.ac.jp)
- [Yoshi-onneamatkalle@prof.so-net.ne.jp](mailto:Yoshi-onneamatkalle@prof.so-net.ne.jp)
- Associate Professor
- Laboratory of Clinical Research on Educational Activities
- Graduate School of Education
- Hokkaido University of Education Sapporo
- TEL&FAX +81 11 778-3573