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【論文題目】 Adaptive Leadership in Teacher Development : Adopting the English in Principle's (EIP) Policy in the New Course of Study at a Public High School.

【授与する学位の種類】 博士 (文学)

【論文審査の結果の要旨】

This study focused on the teacher development of three high school Japanese teachers of English (JTEs) as they face curriculum policy demands by the Ministry of Education (MEXT) expecting them to basically use 'English in principle' (EIP) to conduct their classes. The premise of the study is that although MEXT supports teacher training seminars providing techniques to implement the EIP policy, support for and recognition of the role that leadership at the local school level can play in policy implementation have been largely ignored. The study explores the feasibility of a particular approach to leadership, referred to as adaptive leadership. A qualitative research approach and complementary grounded theory (GT) procedures to collect and analyze the data were employed. Results were used to model participants' development under a data-led paradigm; consistent with the rationale of qualitative research. This paradigm assists the formation of a new theoretical construct via a bottom-up approach to both the generation of data and its interpretation, in contrast to a quantitative approach of hypothesis testing existing theory in deliberately-designed data sets, under the principles of scientific detachment. A developmental model was offered to this effect in the thesis. In Chapter 1, the following research questions were presented: What are the JTEs' perceptions of leadership during the study? What adaptive challenges do the JTEs face in terms of the EIP policy? How do the JTEs change in the process of trying to adopt the EIP policy? In Chapter 2, a comprehensive review of literature focused on leadership, adaptive leadership, teacher development, and teacher identity. Assorted forms of leadership were discussed to provide a context for differentiating the role of adaptive leadership. The candidate applied Heifetz, Grashaw and Linsky's (2009) work on adaptive leadership, which set out to mobilize people through involvement in a self-evaluating process that will enable them to see the need to make changes. Three areas of adaptive leadership were addressed: technical and adaptive challenges, distinguishing leadership from authority, and the productive zone of disequilibrium, in which leaders reveal external threats, expose conflicts or let them emerge. In Chapter 3, methodological procedures of qualitative analysis were shown as the study sought to explore, understand and interpret the JTEs' teacher developmental process enabled by adaptive leadership. The participants and candidate taught at the same grade level and worked at the same school site. The candidate, who was a shunin or head of the English department, was able to suggest ideas of adaptive leadership. The adoption of the constructivist version of GT was made clear because of the candidate's participatory role

in the study. Data were collected through multiple sessions over the course of a year involving in-depth interviews, classroom observations and field notes. Data were documented and coded for analysis in a three-stage process of initial, focused and theoretical coding. In Chapter 4, categories and the core theme were listed. Data were encapsulated within three main categories: competing commitments, recognizing leadership and emerging identities. The categories were sufficiently defined and integrated around the core theme of kindling for change. In Chapter 5, coded categories were substantiated by the data. In Chapter 6, research questions were addressed by drawing connections between the three categories and core theme. The JTEs had made progress in establishing a professional identity that encouraged them to take a more leading role toward participating both in collaborative and self-development, and showed a gain in confidence to teach more in English. However, data also showed that they still faced conflicts in the amount of change they would make because of constraining contextual factors regarding their particular situations. In Chapter 7, a proposed developmental model was presented for teacher leaders to implement adaptive leadership at their school. The interrelated categories translate into kindling for change, which eventually could lead to policy adoption of JTEs. Although the candidate was careful not to make broad generalizations, it was posited that the research outcomes could resonate with other public schools under similar conditions guided by MEXT's national standardized curriculum. Thus, outcomes of this study could be useful to inform teacher leaders who are interested in using adaptive leadership to effect change at their schools.

Limitations of the study are those directly associated with the qualitative methods used; rather than the candidate's execution of the methods. In qualitative research, extensive data from limited participants is considered a necessary component of knowledge production in research institutions. However, the findings in this study could be hypothesized and tested by using a quantitative research method in subsequent studies, and eventually, they will contribute to the construction of formal theory. The study, written in English, also contributes to international literature on collaborative school-based studies in Japan. Review members agreed that this paper has sufficient content and worth to deserve the award of a Doctor of Literature degree.

【最終試験の結果の要旨】

First, the candidate presented a summary of the academic significance of the research which concerns the Ministry of Education, Culture, Sports, Science and Technology's 'English in Principle' policy for high school English teachers. Problems and research questions based on implementing the policy at local schools were presented, and a discussion demonstrating how the candidate's research fits within existing literature was adequately presented. Next, reasons why a qualitative approach to the data collection and analysis was taken and associated methods and procedures used in the study were clearly elaborated. The findings offer a contribution to the professional development of English teachers. A further

contribution is that the study, written in English, provides documentation and analysis of school-based research pertaining to leadership as it is carried out in Japan, for an international audience—and thus addresses a clear deficit in the literature. Based on the results, analyses, answers to research questions, and theorization of a developmental model emerging from the data, it was decided that the candidate was able to competently and successfully defend the research.

The view of the committee was unanimous. Therefore, the evaluation committee recommends that this candidate be awarded the PhD degree.

【審査委員会】

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