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家庭科実践記録にみる子どもの生活をまん中にした
授業構想の契機：
2008年以降の家教連家庭科研究を対象として

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Opportunities for designing lessons that capture “centering on children's lives” in the records of home economics classroom practice:

About the bulletin of the Organization of Educational Scholars of Home Economics since 2008

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This study emphasizes respecting the values of teachers' self-reflective records without discounting their objectiveness on the premise that the results will be publicized. We aim to clarify what kinds of lessons are ‘centering on children’s lives’, as targeted by the Organization of Educational Scholars of Home Economics. The purpose of the classroom practice of home economics has been expressed in the Organization of Educational Scholars of Home Economics since its foundation is clearer and consistent.

Therefore, we attempted to analyze of 211 reports selected from the records of home economics practices in elementary, junior high, and senior high schools contained in 93 issues of the Bulletin of the Organization of Educational Scholars of Home Economics, published from 2008 (No. 274) to February 2022 (No. 366).

We divided the content of the “Purpose of Practice” section of the bulletin into four major categories and nine minor categories. Approximately 37% of the records of practices judged to be reproducible showed that the teachers consciously conceived their lessons as “centering on children's lives”. This is because the teachers described their lessons in a self-reflective manner, and expressed how their ideas and values shaped the conception of their lessons.

Furthermore, for lessons related to family, including child and elderly care, 41.2% of the records indicated that teachers could identify the opportunities for designing lessons. This was approximately four times the number published in “Theory and Practice”, which was the subject of previous study.

This study achieved these results because the teachers described their lessons in a self-reflective manner and expressed their ideas and values related to the conception of their lessons in their records. This practice record made it

possible to reproduce the “essence” of a lesson. Furthermore, we found that it is important to write desirable practice records by incorporating unit plans and “lesson materials” so that many people can share the same lessons, and not to restrict teachers from writing about the opportunities for lesson planning, while respecting their subjectivity, to make lessons “essentially” the same.

The phrase “centering on children's lives”, which has been the goal of the Federation of Home Economics Teachers' Association since its founding, means that the quality of home economics classes depends on how children see themselves inside and outside the classroom. Therefore, it is necessary to plan classes in accordance with the actual conditions of children. In other words, it is necessary to be aware of “putting the children's lives in the center” at the very beginning of class conception. From the above, we conclude that a class “centering on children's lives” is a class in which the teacher's class aims and the children's life issues match, based on how the children perceive the class inside and outside, and how it develops in sequence as the teacher grows.

Key words

home economics education, the organization of educational scholars of home economics, records of classroom practice, centering on children's lives

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